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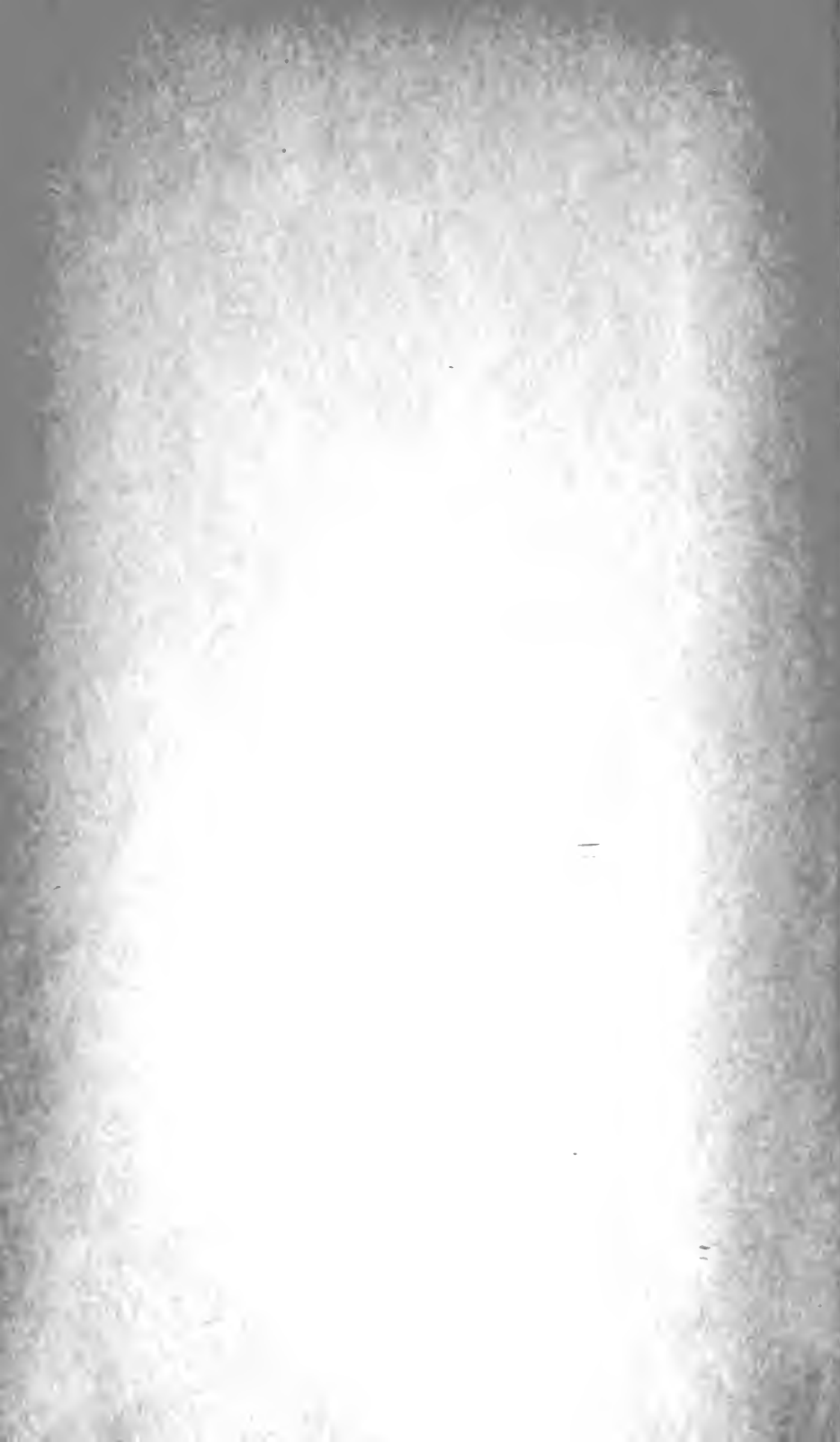
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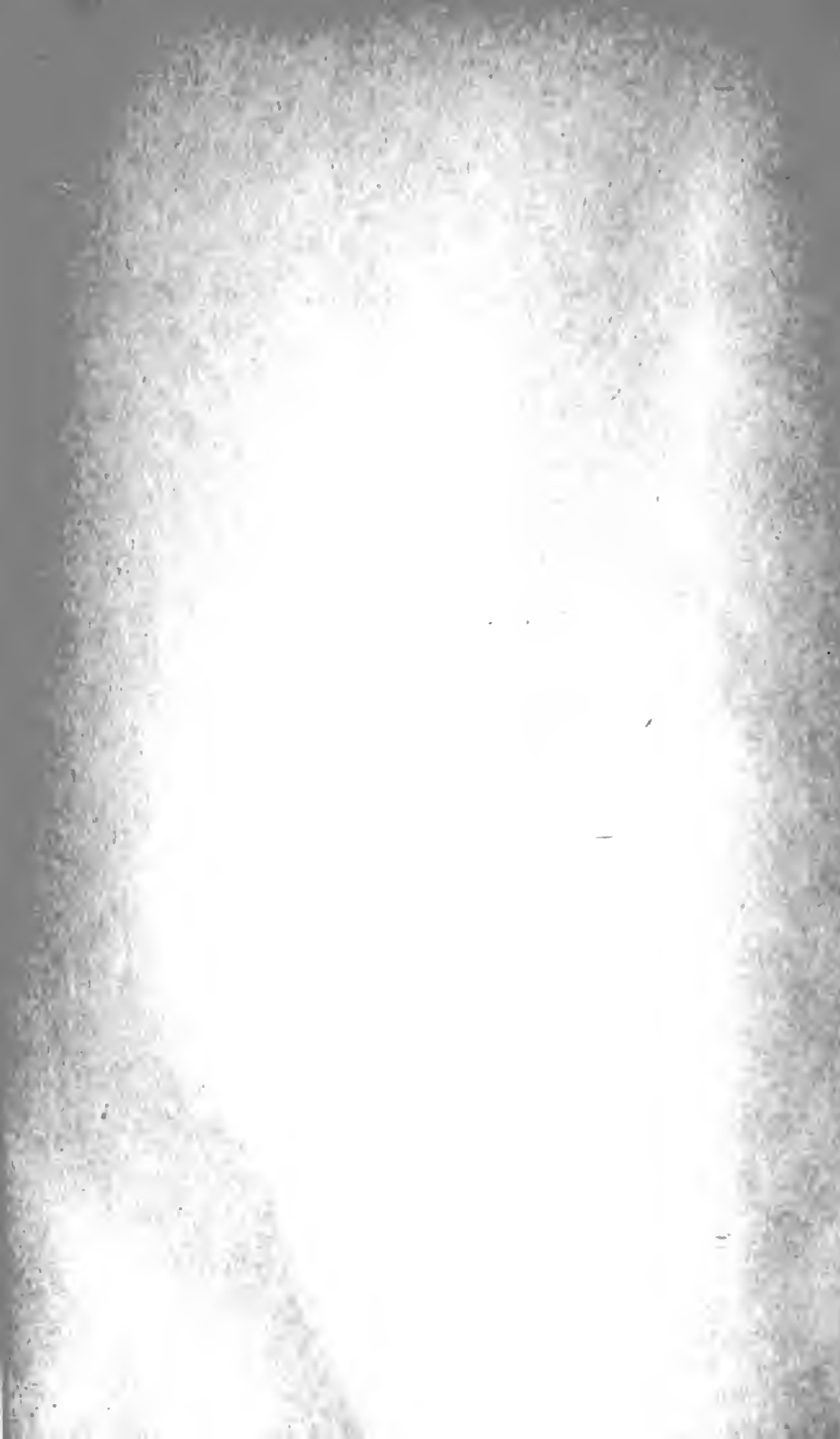
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APPENDIX

TO

Journals of Senate and Assembly,

OF THE

TWENTIETH SESSION

OF THE

LEGISLATURE OF THE STATE OF CALIFORNIA.

Volume I.



SACRAMENTO:

T. A. SPRINGER, STATE PRINTER.

1874.

BOUND BY F. FOSTER, SACRAMENTO.

328.794 C12:20 . ³

46610

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- 1—Report of the Secretary of State.
- 2—Report of the State Controller.
- 3—Report of the State Treasurer.
- 4—Report of the Surveyor General.
- 5—Report of the Superintendent of Public Instruction.
- 6—Report of the Attorney General.

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BIENNIAL REPORT

OF THE

SECRETARY OF STATE,

FROM

DECEMBER 4th, 1871, TO JULY 1st, 1873.

T. A. SPRINGER.....STATE PRINTER.

REPORT.

STATE OF CALIFORNIA, DEPARTMENT OF STATE, }
SACRAMENTO, July 1, 1873. }

To His Excellency,
NEWTON BOOTH,
Governor of California:

SIR: In compliance with law, I have the honor to submit herewith a biennial report of the transactions of this department during my term of office, from December fourth, eighteen hundred and seventy-one, up to July first, eighteen hundred and seventy-three.

DRURY MELONE,
Secretary of State.

STATE OF CALIFORNIA, }
County of Sacramento. } ss.

DRURY MELONE, Secretary of State, being duly sworn, on oath deposes and says, that the annexed report is true, according to the best of his knowledge and belief.

GRANT I. TAGGART,
Clerk of the Supreme Court.

By ALLEN TILLINGHAST,
Deputy Clerk.

SEAL.

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REPORT.

Since the beginning of my term of office there have been received by this department and paid into the State Treasury the following sums:

On hand, received from H. L. Nichols, December 4, 1871...		\$112 20
From fees December 4, 1871, to December 31, 1871.....		758 40
From fees for quarter ending March 31, 1872.....		1,474 75
From fees for quarter ending June 30, 1872.....		2,574 55
From fees for July, 1872.....		707 70
From fees for August, 1872.....		348 40
From fees for September, 1872.....		380 20
From fees for October, 1872.....		400 30
From fees for November, 1872.....		548 40
From fees for December, 1872.....		540 00
From fees for January, 1873.....		904 40
From fees for February, 1873.....		425 80
From fees for March, 1873.....		564 65
From fees for April, 1873.....		385 00
From fees for May, 1873.....		533 50
From fees for June, 1873.....		498 50
Total		\$11,156 75
From sale of Codes.....	\$9,387 50	
From sale of ballot paper (being ten per cent thereof).....	242 40	
		9,629 90
Total receipts for nineteen months.....		\$20,786 65
1872.		
January 2d, paid into the treasury.....	\$870 60	
April 4th, paid into the treasury.....	1,474 75	
June 3d, paid into the treasury.....	2,263 95	
July 2d, paid into the treasury.....	310 60	
August 5th, paid into the treasury.....	707 70	
Carried forward.....	\$5,627 60	

Brought forward.....	\$5,627 60	
September 2d, paid into the treasury.....	348 40	
October 1st, paid into the treasury.....	380 20	
November 1st, paid into the treasury.....	400 30	
December 2d, paid into the treasury.....	548 40	
1873.		
January 2d, paid into the treasury.....	540 00	
February 1st, paid into the treasury.....	904 40	
March 3d, paid into the treasury.....	425 80	
April 1st, paid into the treasury.....	564 65	
May 2d, paid into the treasury.....	385 00	
June 2d, paid into the treasury.....	533 50	
July 1st, paid into the treasury.....	498 50	
Total, paid into the Library Fund.....	\$11,156 75	
Paid into the treasury (General Fund— “Codes”), \$9,387 50; paid into the treas- ury (Election Reward Fund), \$242 40.....	9,629 90	
Total		\$20,786 65

As an evidence of the vastly increasing duties devolving upon this department, it is only necessary to point to the fact that while the receipts from fees compare favorably with those of former years, the rates of charges, under the Code, have been reduced nearly fifty per cent in every instance, while in some cases the reduction has been even greater, as will be seen from the following comparison of rates as existing before and since May first, eighteen hundred and seventy-two:

Rates of fees prior to May, 1872.	Rates of fees since May, 1872.
Recording and copying, per folio 40	Recording and copying, per folio 20
Filing trade mark..... \$5 00	Filing trade mark..... \$3 00
Affixing seal of State 5 00	Affixing seal of State..... 2 00

STATE STAMPS.

I received from my predecessor in office, State revenue stamps to the amount of four hundred and eighty-eight thousand four hundred dollars. Of these there were disbursed to the State Controller, stamps to the amount of one hundred and sixty-seven thousand nine hundred and ten dollars during the first thirteen months of my official term up to January first, eighteen hundred and seventy-three, at which date, under operation of the Codes, the stamp law was repealed. This left on hand a surplus of stamps representing three hundred and twenty thousand four hundred and ninety dollars in value, which the Board of State Stamp Commissioners, composed of the Governor, Attorney General, and State Treasurer, decided to destroy. Accordingly, at a meeting of the said Board,

held on the fifth day of February, eighteen hundred and seventy-three, all the members being present, the accounts of the Controller and of this Department concerning transactions in stamps prior and up to January first, eighteen hundred and seventy-three, were examined, found correct, and approved. The stamps in the hands of the Secretary of State were counted and found to correspond in numbers and denominations with those on hand at the date of his last report, and were by order, and in the presence of the said Commissioners, destroyed by burning.

RECAPITULATION.

Received, December 4th, 1871, from H. L. Nichols, Secretary of State, stamps to the value of.....		\$488,400
Issued at sundry times to Controller.....	\$167,910	
Destroyed by order of Board of Stamp Commissioners.....	320,490	
		\$488,400

THE CODES.

During the month of April, eighteen hundred and seventy-three, I received from the State Printer, the last of the edition of the Codes, which are comprised in five volumes, namely: The Civil, Penal, Political, Volumes I and II, and Civil Procedure. Of each volume two thousand copies were printed, making in all ten thousand. I have distributed under the law, two thousand eight hundred and eleven volumes, and sold (at the price fixed by the Legislature, two dollars and fifty cents per volume) three thousand seven hundred and fifty-five, leaving on hand, three thousand four hundred and thirty-four volumes. The sum received from sales up to July first, eighteen hundred and seventy-three, amounts to nine thousand three hundred and eighty-seven dollars and fifty cents, which has been paid into the State Treasury.

The volume, which is to comprise the statutes in force and not affected by the Codes, has not as yet been received at this Department.

LAWS OF THE LAST SESSION.

I have received from the State Printer, the printed Statutes of eighteen hundred and seventy-one and eighteen hundred and seventy-two (in English); also, the Journals of the Senate and Assembly and Appendices, complete in six volumes, which have been distributed as required by law, and the remaining volumes turned over to the State Librarian. The Enrolled Laws have been handsomely and durably bound in four volumes, and the Joint Resolutions in one volume, all of which are properly filed in the vault connected with this office.

LAWS IN SPANISH.

Under the provisions of Section four hundred and fifteen of the Political Code, a Committee on behalf of the Legislature awarded the contract for translating the laws into Spanish, T. R. Eldredge being the

successful bidder. Up to this date, however, I have not been notified of the completion of the work. On the contrary, I am informed that the State Printer has not yet received from the translator all of the copy for printing.

GEOLOGICAL SURVEY.

The duties of the Secretary of State in this connection are set forth in an Act of the Legislature approved February second, eighteen hundred and seventy-two, which provides for the gratuitous distribution of the Reports of the Geological Survey, under direction of the Governor. (See page 924, Statutes 1871-2). On assuming the duties of this office, I received from my predecessor eighty-seven copies of the Reports, and under the provisions of the law above referred to, I have since been furnished by Professor Whitney, the State Geologist, with one hundred and fifty-six copies, making in all two hundred and forty-three books. Of this number, sixty, or twelve sets (of five books each), so far as at present completed, have been distributed as directed by your Excellency.

There has also been sold: To Charles A. Low, one set of five volumes, for the sum of twenty-five dollars.

The postal account for the time I have been in office is as follows:

Distribution of 300 copies of fortieth volume of California Reports.....	\$129 60
Distribution of 1,680 copies of Statutes of 1871-2.....	881 28
Distribution of 1,000 copies of Reports of Insane Asylum Commissioner.....	214 90
Distribution of 2,500 copies of Election Law.....	80 00
Distribution of 1,000 copies of legislative issue of Codes.....	320 00
Distribution of 1,900 copies of parts of Codes in effect May 1st, 1872.....	304 00
Distribution of 2,118 copies of Journals and Appendix of 1871-2.....	861 32
Distribution of 2,722 copies of Codes.....	1,066 24
Distribution of 263 copies of forty-first volume of California Reports.....	106 92
Express charges on books and packages received at this office and not prepaid, including \$22 freight for Reports of Geological Survey, and \$115 10 freight for set of weights and measures.....	647 96
Total postal and express expenses.....	\$4,612 22
Amount unexpended of the appropriation for twenty-third fiscal year, on hand December 4th, 1871.....	\$1,112 70
Appropriation twenty-fourth fiscal year.....	1,400 00
Appropriation twenty-fifth fiscal year.....	1,400 00
	3,912 70
Deficiency, June 30th, 1873, inclusive.....	\$699 52

December 4th, balance on hand, Contingent Fund.....	\$75 00
Appropriation for twenty-fourth fiscal year.....	150 00
Total.....	\$225 00

This sum has been expended for newspapers, ice, maps, etc.

SUPREME COURT REPORTS.

Previous to the adoption of the Codes, the Secretary of State was provided by the reporter with three hundred copies of each volume of the Supreme Court Decisions, as issued, for gratuitous distribution to certain Government and State officers and public institutions. Of the fortieth volume, issued in June, eighteen hundred and seventy-two, the number mentioned above was received and distributed to all entitled to receive the same, leaving on hand thirteen copies, which were deposited by me in the State Library, as required by law. In June, eighteen hundred and seventy-three (under the new law), the entire edition of twelve hundred copies of the forty-first volume was delivered to this department, and the requisite number gratuitously distributed as heretofore.

Section seven hundred and eighty-one of the Political Code requires that "the remainder of each edition not distributed gratuitously shall be kept on hand for sale by the Secretary of State at four dollars per volume, and the proceeds thereof paid monthly into the State Treasury."

Up to this date but five copies of the forty-first volume have been sold; accordingly there are now remaining on hand nine hundred and thirty-two volumes unsold.

The question very naturally presents itself, why so few are sold. In answer, I may state that—by some arrangement wholly without the knowledge of this department—a San Francisco publishing house has been enabled to procure the decisions and issue the same in book form as early, if not earlier than the State edition made its appearance, and which are sold at the same figure as that fixed by law for the State edition.

In order, therefore, to avoid a rapid accumulation of these reports, which are, for the reasons given above, rendered comparatively valueless to the State—although published at great expense, and which require a large space for storage—some action by the Legislature is, in my judgment, rendered necessary. The remedy can, I think, be found in the following suggestions:

Let the State have all books published at its expense copyrighted; or if this course be deemed not practicable, the Legislature might consider a proposition recently submitted to me by a San Francisco firm, who will—if granted the right to publish the Supreme Court Reports—obligate themselves to furnish the State, free of any charge whatever, with the necessary volumes (three hundred, more or less,) required for gratuitous distribution under the law. They will further obligate themselves to sell the Reports (in case their proposition be agreed to) at a price not to exceed five dollars per copy.

The adoption of either of these plans will protect the State, in my judgment, from loss in the premises, which under the present system threatens to be great.

BALLOT PAPER.

The Code having made provision for a uniformity of ballots, thus prescribes the duties of the Secretary of State in connection therewith. Section eleven hundred and eighty-eight, Political Code, reads:

"The Secretary of State must provide and keep constantly on hand a sufficient quantity of paper, uniform in color, weight, texture, and appearance, without marks of any kind thereon, to supply the demand for paper for tickets."

Sections eleven hundred and eighty-nine and eleven hundred and ninety further provide that:

"He must, upon payment of the cost thereof, and ten per cent profit, furnish such paper to every person who may apply therefor, and who makes and files with him an affidavit that such paper is to be used in providing tickets to be used as ballots at any election next to ensue."

"The sum collected by him for paper so sold must be paid into the State Treasury, and ten per cent of such sum must be credited to a Fund to be kept in the Treasury and known as the Election Reward Fund."

The Legislature having failed to provide funds for the purchase of such paper, it was with no little difficulty that a supply was obtained, and at the same time controlled, so as to prevent its exhaustion and insure its sale to all, for legitimate purposes, at a uniform price. In eighteen hundred and seventy-two an importing firm obligated themselves to import six hundred and fifty reams—the same to be subject to my control—they to accept pay therefor out of the proceeds of sales that might be made. Up to April, eighteen hundred and seventy-three, less than four hundred reams had been sold, leaving the remainder on their hands. Under the circumstances, they were not willing to take further risks, and I found it necessary to adopt other measures to insure a sufficient supply for the present year, and until the Legislature might make provision for future purchases. I, therefore, laid the matter before your Excellency and the Attorney General, my associates on the Board of Examiners, detailing my experience of the past year in this connection, and recommending that an appropriation be made from the "Stationery, Lights, and Fuel Fund," of a sum sufficient to meet the probable demands of the present year. The recommendation met with the favor of the Board, and accordingly there was set aside from the Fund named the sum of six thousand three hundred and seventy dollars, to be applied to the purchase of one thousand reams of ballot paper, which purchase has been made, and the paper now on hand, for sale. I have deemed proper to continue in use the same paper as that first selected, upon the recommendation of the Code Commissioners.

In this case, as in most others, where a public officer is at liberty to exercise a discretionary power, his action, however compatible with the interests of the State, is likely to be complained of by some. I beg to suggest, therefore, the propriety of the Legislature, itself, establishing the character of the paper to be used hereafter, and the authorization of the proper officer to provide the quantity required.

If there could be any guaranty that the quality to be used could at all times be obtained at fair rates, I can see no reason why the supply

should not be entrusted to dealers generally, and the collection of the ten per cent of the cost price, now required to be added by me, abrogated, as the amount paid into the "Election Reward Fund," from this source, is of slight consequence to the State.

The value of stationery delivered to the different departments, from December fourth, eighteen hundred and seventy-one, to July first, eighteen hundred and seventy-three, is as follows:

Governor	\$426 50
Lieutenant Governor.....	88 80
State Treasurer.....	310 86
State Controller.....	603 65
Attorney General.....	484 37
Adjutant General.....	418 89
Surveyor General.....	735 00
State Library.....	442 68
Supreme Court.....	735 39
Clerk Supreme Court.....	1,066 63
Reporter Supreme Court	214 51
Superintendent Public Instruction	535 44
State Printer.....	178 15
Commissioner of Immigration.....	88 88
Reclamation Fund Commissioners.....	23 38
Revision Commission.....	855 49
Expert of State Printing	34 68
State Board of Equalization	388 10
State Board of Tide Land Commissioners.....	155 02
State Board of Examiners.....	8 85
State Translator.....	231 50
Port Wardens	83 73
Senate of eighteen hundred and seventy-one and eighteen hundred and seventy-two	7,410 41
Assembly of eighteen hundred and seventy-one and eighteen hundred and seventy-two	9,537 71
Total.....	\$25,078 62

In addition to the foregoing, the following sums have been paid out of the Stationery, Lights, and Fuel Fund:

Repairing clock in this office.....	\$7 00
Water urn.....	12 00
New State seal, press, and stand.....	323 25
Twelve volumes Supreme Court Reports.....	96 00
Ballot paper.....	6,370 00
Articles furnished Capitol Commissioners, architect, Jani- tor, engineer, etc.....	308 42
Total	\$7,116 67

The amount of coal, gas, wood, and water bills, from December fourth, eighteen hundred and seventy-one, to July first, eighteen hundred and seventy-three, paid out of said Fund, is as follows:

Coal.....	\$2,698 60
Gas.....	9,101 00
Wood.....	3,843 25
Water.....	570 00
Total.....	\$16,212 85

CONCERNING WEIGHTS AND MEASURES.

The Secretary of State is ex officio State Sealer of Weights and Measures, whose duties are set forth in Article XIV, Vol. I, Political Code, which provides as follows:

"The State Sealer of Weights and Measures has the general supervision of the weights and measures of the State. He must take charge of the standards and see that they are kept in, and in no case removed from, a fire-proof vault in his office, except for the purpose of comparing and copying. He must correct the standards of the cities and counties, provide them with the necessary standards, balances, and other means of adjustment, and as often as once in ten years compare the same with those in his possession.

"Copies of the original standards, to be made of such materials as the State Sealer directs, must be deposited by him in the office of the County Sealers of the several counties of this State, at the expense of the counties, which are severally responsible for the preservation of the copies respectively delivered to them.

"The State Sealer must cause to be impressed on each of the copies of such original standards the letter 'C' and such other devices as he may direct for the particular county, which device must be recorded in the State Sealer's office, and a copy thereof delivered to the respective County Sealers."

Aware that some of the counties were already supplied with old sets of standards, and being desirous of consulting the Boards of Supervisors and local Sealers (all County Clerks are ex officio Sealers) of the several counties before ordering new sets, I caused to be addressed and mailed, on the third of March of the present year, to each County Clerk and Board of Supervisors in the State, a copy of the following circular, calling attention to the law, and soliciting an expression of their wishes and opinions in the matter. This course was deemed advisable for the purpose, also, of ascertaining whether the respective counties would pay for such standards if provided, as otherwise the loss to the manufacturer would be very great. Following is a copy of the circular referred to:

STATE OF CALIFORNIA, DEPARTMENT OF STATE, }
SACRAMENTO, March 3d, 1873. }

To the Honorable Board of Supervisors and Clerk of — County:

GENTLEMEN: I beg to call your attention to the provisions of the Code concerning weights and measures, whereby the Secretary of State is constituted ex officio State Sealer thereof, and the Clerks of the several counties ex officio County Sealers. [See Subdivision 16 of Sec. 408, page 81, Vol. 1, Political Code, and Sec. 562, same volume.]

The law presumes (see Sec. 564, page 112,) that each county requires a set of standard weights and measures, and makes it obligatory on the State Sealer to provide the same at the expense of the respective counties.

While, therefore, you will perceive that I have no discretion in the matter, I deem it proper—before proceeding in the premises—to have the assurance of the proper official or officials that your county will accept and pay for such apparatus. I would here suggest that with proper diligence and attention on the part of the County Sealer, a fair revenue would be returned from this source.

Each set, as forwarded to those counties that have already ordered, consists of:

1, 2, 3, 4, 5, 10, 20, 25, and 50 pound (avoirdupois) weights; also, 1 lb. Troy weight, and 1, 2, 4, and 8 oz. weights.

One standard yard measure.

One set of liquid measures, composed of 1 gallon, $\frac{1}{2}$ gallon, 1 quart, 1 pint and $\frac{1}{2}$ pint.

The cost of the entire set (manufactured of brass) will be \$300.

Awaiting your early reply, I have the honor to remain, very respectfully, yours,

DRURY MELONE,
Secretary of State.

Some two months passed without bringing responses from more than a half dozen counties, and accordingly I again mailed copies of the same circular to the County Clerks, requesting immediate replies. The result has proved more satisfactory—letters having been received from Clerks of thirty counties. Of these, twelve decided to accept each a set of standards, as follows: Colusa, Fresno, Humboldt, Klamath, San Francisco, Sacramento, Siskiyou, Santa Barbara, Sonoma, San Bernardino, Ventura, and Yolo. The counties which have declined, for various reasons, to receive sets, are: Alpine, Amador, Alameda, Butte, Contra Costa, Del Norte, El Dorado, Inyo, Kern, Los Angeles, Mariposa, Mono, Nevada, Santa Cruz, Stanislaus, San Mateo, Sutter, and Trinity.

Notwithstanding some of the County Sealers decline to receive new sets if ordered, or to pay for the same if forwarded, it is required by section five hundred and sixty-three of the Article and volume first quoted, that "the County Sealers must keep in their offices the standards of weights and measures for their respective counties."

As a consequence, all of the counties of the State, except twelve, are as yet unsupplied with the proper standards for regulating weights and measures within their respective precincts, and the State Sealer finds it impossible to comply with the requirements of section five hundred and sixty-four (same volume and Article as quoted), directing him to deposit

copies of the standards in his possession with the several County Sealers of the State, inasmuch as the manufacturers will not take the risk of sending the articles to any county that refuses to receive and pay for them.

Subdivision five hundred and sixty-six of the same law provides that "the County Sealers must compare all weights and measures *which are brought to them* for that purpose with the copies of the standards in their possession," etc.

This clause appears to leave it optional with dealers whether they compare their weights and measures in use with the copies of the standards in the office of the County Sealer, which practically defeats the aim and intent of the law, and leaves it virtually inoperative. Indeed, I am informed that in those counties which have already been supplied with standards, it is next to impossible to induce dealers to come forward and have their weights and measures properly compared with the originals.

It will be seen, therefore, that a disposition is manifested by certain counties, and by dealers generally, to evade the law, which latter is so defective that the State Sealer is powerless to carry into effect its spirit and intent.

[The complete set of weights and measures as provided by Congress for each State was promptly furnished this department on application therefor.]

In conclusion, I respectfully suggest to your Excellency the propriety of urging such amendment of the law concerning weights and measures as will meet the requirements of the case, and enable the State and County Sealers to carry the same into effect.

CONCERNING ABSENT DEFENDANTS.

A few suggestions in this connection may not be out of place. Section one of the law passed by the last Legislature concerning absent defendants, reads as follows:

"In all cases where by order of any Court service of summons is directed to be made upon any absent defendants by publication, it shall be the duty of the plaintiff in such action, to file in the office of the Secretary of State, within fifteen days after the making of such order, a duly certified copy of such order, for publication, together with a copy of the summons in said action, and of the newspaper containing the publication thereof."

Passing the many objections made to the law in a general way by attorneys and clients, I would respectfully direct attention to its inharmonious workings as affecting this department.

In the first place, the filing of an entire copy of a newspaper in each case (already exceeding five hundred in number) will soon necessitate an enlargement of the fire-proof vaults, for such vast accumulation of highly combustible matter cannot with safety be deposited elsewhere. In many instances the copies of newspapers received for filing are of weekly editions containing as many as eight pages. To remedy this threatened evil I would suggest that the law be so changed as to require, instead of a copy of a newspaper, simply a printed copy of the summons in each case, with publisher's affidavit to be filed with the order of the

Court. This plan would effect a great saving in space, and remove one of the greatest objections to the existing law.

Secondly, the period allowed (after the order of the Court has been made) in which to file the necessary documents with this department—fifteen days—is too brief, as it frequently occurs that the same have to be returned on account of informality; and sometimes the newspapers, which are usually mailed separately, fail to come to hand until several days after the time for filing has expired, requiring another order of Court to make the proceedings legal.

The attention of your Excellency is respectfully called to the suggestions herein contained, in the hope that, through you, the matter may be brought before the Legislature for consideration by that body.

STATE CAPITOL.

Section 412 of the Political Code provides as follows:

"The Secretary of State is the Superintendent and has charge of the State Capitol, and he must keep the same, together with all property therein, in good order and repair."

My duties, in this respect, have been merely nominal. The building itself, being in a state of incompleteness, has been (and very properly, too,) in charge of the State Capitol Commissioners; and since no appropriation whatever was made by the Legislature to defray expenses incurred in taking proper care of the carpets, furniture, etc., these latter duties have also been left to the Commissioners, who have caused the expenses thereof to be defrayed out of the Capitol Building Fund. It may be well to have a special appropriation made for the salaries of watchmen, engineers, etc., and for the expense of taking care of the furniture, grounds, water for irrigation, etc., as also for placing the entire premises in order for the assembling of each Legislature.

The best evidence of the prosperity of a State is to be found in the spirit and energy shown in her public improvements. In this connection, we can point with pride to our now nearly completed State Capitol, and the park—soon to be greatly enlarged—surrounding the same.

INFORMATION FOR IMMIGRANTS.

I cannot conclude this report without calling the attention of your Excellency, and through you that of the Legislature, soon to assemble, to the great and growing importance to California of having some measure inaugurated whereby statistical information, regarding the wealth and resources of the State, may be collected and published, not alone for the benefit of our present population, but also for the purpose of acquainting the people of other States with the many inducements and advantages offered to immigrants to come here and settle. I am almost daily receiving letters of inquiry from residents of the Eastern States, and sometimes from Europe, who desire to be informed as to the resources of California, and the inducements offered to immigrants seeking homes in the West. In many instances, I have replied to these letters at length, giving such information as my individual experience and knowledge would permit; in others, I have transmitted the correspondence to the California Immigrant Union, with a request to forward the

desired information. The impression seems to prevail abroad that this department is the proper one to furnish information of this character, while, in fact, there are no documents or publications of any kind in my possession—if I may except a few copies of the reports of the State Agricultural Society—touching upon any one of the leading branches of industry in this most favored portion of the national domain.

I hardly know what suggestions, if any, to make in this connection, and will leave the subject to your Excellency for such consideration as, in your judgment, it may be deserving of. That our State needs a greater industrial population there can be no question, and any provision that can be made for the dissemination of useful and carefully compiled information regarding our mining, manufacturing, agricultural, and other important industries, cannot fail to be productive of good results.

I have the honor to remain, very respectfully, yours,

DRURY MELONE,
Secretary of State.

BIENNIAL REPORT

OF THE

Controller of the State of California,

FOR THE

23d and 24th Fiscal Years, commencing July 1, 1871, and ending June 30, 1873.

TRANSMITTED TO THE GOVERNOR OCTOBER 10, 1873.

T. A. SPRINGER.....STATE PRINTER.

REPORT.

OFFICE OF CONTROLLER OF STATE,
SACRAMENTO (Cal.), October 10th, 1873. }

To His Excellency,
NEWTON BOOTH,
Governor of California:

DEAR SIR: In compliance with section four hundred and thirty-three of volume one, of Political Code, I have the honor to submit herewith a report of the financial operations of the State for the twenty-third and twenty-fourth fiscal years, commencing July first, eighteen hundred and seventy-one, and ending June thirtieth, eighteen hundred and seventy-three.

Accompanying this report is an appendix, containing all the tabular statements that are deemed of interest, arranged under the following headings:

I.

Receipts into the State Treasury from counties, and other sources.

II.

The amount of each appropriation made by law, the amount expended under each, the amount unexpended, and the total amount expended.

III.

Statements of amount of property tax due State, amount reported collected, amount of allowances for collection, amount paid State Treasurer, and amount due the State.

IV.

Balance sheet showing the condition of the several Funds.

V.

Financial reports of counties.

VI.

Auditors' statements of the number of acres of land; the value of real estate; the value of the improvements on real estate; the value of personal property, exclusive of money; the amount of money; and the total value of all property in the several counties of the State, after correction by the Boards of Supervisors.

VII.

Statements of amount charged Tax Collectors.

VIII.

Statements of delinquent taxes.

IX.

Statement of the value of real and personal property, and the rate of taxation on each one hundred dollars, since the organization of the State Government to the year eighteen hundred and seventy-three, inclusive.

X.

Statement of amount of bonds issued, and interest paid on same, since eighteen hundred and fifty-seven.

XI.

Statements of contingent expenses of Senate and Assembly for the eighteenth and nineteenth sessions.

XII.

Statement of contingent expenses of the Legislature since eighteen hundred and sixty-three and four.

XIII.

Statement of expenditures for stationery, fuel, lights, etc., since July first, eighteen hundred and sixty-seven.

XIV.

Statement showing the amount expended for transportation of prisoners from the different counties, for ten years, ending June thirtieth, eighteen hundred and seventy-three.

XV.

Statement showing the cost of State printing in each department of government, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, inclusive.

XVI.

Estimate of expenditures for the twenty-sixth and twenty-seventh fiscal years.

XVII.

Statement of salaries paid State officers, amount recommended, and the amount that will be saved to the State if the recommendation is adopted.

XVIII.

Statement of errors discovered in adjusting the balances of the several Funds, under Act of February twentieth, eighteen hundred and seventy-two.

RECEIPTS AND EXPENDITURES.

From the tabular statements of receipts into the Treasury, it will be seen that the receipts were:

Twenty-third fiscal year.....	\$3,107,816 17	
Twenty-fourth fiscal year.....	3,792,615 99	
Total.....		\$6,900,432 16
EXPENDITURES.		
Twenty-third fiscal year.....	\$3,062,119 34	
Twenty-fourth fiscal year.....	3,524,093 24	
Total.....		6,586,212 58
Excess of receipts over expenditures.....		\$314,219 58

This excess is apparent only, and is due to the sale of bonds of eighteen hundred and seventy-three. Under the Act re-funding the debt, three hundred and forty-seven thousand eight hundred and eleven dollars and eighty-eight cents was received from the sale of bonds of eighteen hundred and seventy-three, and set apart for the redemption of bonds of eighteen hundred and fifty-seven, that have been called in but not presented for redemption.

GENERAL FUND.

A statement of the General Fund transactions will be found in the Appendix (Statement No. IV). The excess of expenditures over receipts was seventy-eight thousand five hundred and ninety-seven dollars and ninety-seven cents. The Fund was also indebted to the University Endowment Fund in the sum of one hundred and eight thousand one

hundred and seventeen dollars and seven cents; making the total deficit one hundred and eighty-six thousand seven hundred and fifteen dollars and four cents. The demands on the General Fund, for special objects, were largely in excess of former years, while the loss of revenue during the twenty-fourth fiscal year from poll taxes, licenses, and premiums of insurance, and the abolition of the stamp tax, was two hundred and seventy-six thousand three hundred and seventy-four dollars and fifty cents. The rate of taxation—twenty-eight cents on the hundred dollars valuation—failed to yield sufficient revenue to meet the demands, owing to the large amount delinquent consequent upon the decision releasing solvent debts from taxation.

SCHOOL FUND.

The following statement shows the total of the several amounts reported from this office to the Superintendent of Public Instruction as being subject to apportionment during the twenty-third and twenty-fourth fiscal years:

One half of poll taxes.....	\$49,065 87
Interest on State school lands.....	167,871 34
Property tax.....	488,245 43
Interest on bonds.....	161,140 00
Total	\$866,322 64

Since the last biennial report of the Controller, the Board of Examiners have invested, from the proceeds of the sales of school lands, seventy thousand dollars in State Capitol Bonds of eighteen hundred and seventy-two, one hundred and fifty thousand dollars in State bonds of eighteen hundred and seventy-three, and surrendered to the Loan Commissioners all the bonds of eighteen hundred and fifty-seven and eighteen hundred and sixty, and Soldiers' Relief and Soldiers' Bounty Bonds, that were held in trust, receiving in exchange State Capitol Bonds of eighteen hundred and seventy-two, at par, and six per cent State bonds of eighteen hundred and seventy-three, at the rate of ninety-three cents on the dollar. The balance remaining in the State School Land Fund, October first, eighteen hundred and seventy-three, to be invested in State bonds, was eighty-one thousand six hundred and forty-three dollars and sixty-seven cents.

Bonds held in trust by the State Treasurer for the School Fund:

State Capitol Bonds of eighteen hundred and seventy, seven per cent.....	\$236,000 00
State Capitol Bonds of eighteen hundred and seventy- two, seven per cent.....	115,000 00
Funded debt of eighteen hundred and seventy- three, six per cent.....	1,066,500 00
Total	\$1,417,500 00

UNIVERSITY FUND.

The following is a statement of the bonds held in trust by the State Treasurer for the University Fund:

State Capitol Bonds of eighteen hundred and seventy-two, seven per cent.....	\$135,000 00
State bonds of eighteen hundred and seventy-three, six per cent.....	261,500 00
United States Five-Twenty Bonds, six per cent.....	65,000 00
Total	\$461,500 00

The total amount drawn from the State Treasury for support, aid, and endowment of the University, from its establishment up to the close of the twenty-fourth fiscal year, was eight hundred and seventy-two thousand nine hundred and six dollars and fifteen cents.

HOSPITAL FUND.

The Supreme Court having decided that the law imposing a commutation tax on passengers was unconstitutional, the receipts of the Hospital Fund, during the last fiscal year, amounted to only four hundred and forty dollars. The amount in the Fund October first, eighteen hundred and seventy-three, was one hundred and sixty-two dollars and ninety-five cents. This amount is so small, and the receipts so insignificant, that I recommend that the law be amended so as to give the Controller authority to transfer the amount on hand, and the future receipts, to the General Fund.

TIDE LANDS.

The amount realized from the sale of tide lands has not met the anticipations of the first sales. A great many of the purchasers at the first sales, after paying the first installment of twenty-five per cent, allowed the land to be resold at greatly reduced figures. It will probably take the whole of the net proceeds to comply with the Act of April second, eighteen hundred and seventy, which requires so much of the net proceeds from sale of tide lands to be invested in bonds for the benefit of the University Fund as will yield an annual income of fifty thousand dollars. I would respectfully recommend the passage of an Act abolishing the Commission, requiring them to turn over all books and papers to the State Board, and giving the State Board full power to close up the unfinished business, thereby saving the State at least twelve thousand dollars per annum. There has been no sale made since March eighth, eighteen hundred and seventy-three, and but two sales during the term of the present Commissioners.

The following statement shows the result of the sales up to June thirtieth, eighteen hundred and seventy-three. There are claims for expenses of survey and sale, amounting to thirty thousand dollars, which, if allowed, must be deducted from the net amount.

Cash received.....	\$971,862 55	
Amount of deferred payments, interest included	446,430 23	
		\$1,418,292 78
Deduct expense of survey and sale.....		263,745 48
Net results to the State.....		\$1,154,547 30
Amount of cash received		\$971,862 55
Deduct expense of survey and sale.....	\$263,745 48	
Deduct transfer to University Fund.....	200,000 00	
Deduct transfer to University Endowment Fund.....	400,000 00	
		863,745 48
Balance to credit of University Endowment Fund.....		\$108,117 07

CONTINGENT EXPENSES OF THE LEGISLATURE.

The amount expended for contingents, by the Legislature, shows an alarming increase at each session. I submit, in the Appendix, a statement (No. XII), of the amount expended at each session of the Legislature since the beginning of the biennial sessions. The expenditures have increased, until the amount expended by the nineteenth session was more than double that of the sixteenth, the first of the biennial sessions. I have also given a detailed statement of the contingent expenses of the eighteenth and nineteenth sessions, showing for what purpose expended. I respectfully recommend that the members of the incoming Legislature give this subject their particular attention, and suggest, as they were elected pledged to strict economy and reform, that in no department of the State Government is there greater need of reform and retrenchment; in none other, such reckless extravagance. A glance at the items of expense will be sufficient to convince your Excellency of this fact. The amount expended for clerk hire, at the last session, exceeded, by several thousands of dollars, the annual pay of all the deputies and clerks employed in the State offices. For delivering and distributing the mails of the Senate and Assembly of the nineteenth session, there was expended eight hundred and seventy-six dollars, in addition to the pay of Post Office Pages and Postmasters, making the total cost two thousand three hundred and sixteen dollars. The practice of renting and furnishing committee rooms, outside of the Capitol building, should be discontinued. There is ample room in the Capitol for all the committees. This would effect a saving of several thousand dollars at each session. The amount expended for furnishing committee rooms by the Senate, at the last session, was one thousand two hundred and sixty-two and sixty-one one hundredths dollars. This was sold at the close of the session, by the Sergeant-at-Arms, under a resolution of the Senate. The amount realized by the State was two hundred and thirty-five dollars—a better showing than usual. In some instances, I find the same person held assistant clerkships in both

branches. The duty of a committee must be very arduous, indeed, when they require a Clerk, Sergeant-at-Arms, and Porter to assist them. In my judgment, the contingent expenses of both branches of the Legislature should be reduced to less than thirty thousand dollars.

STATIONERY, FUEL, AND LIGHT.

This is a large item of expense, and one in which a saving of at least fifty per cent could be made to the State should the law be amended so as to give the Board of Examiners power to make all purchases, advertising for proposals, and awarding the contract to the lowest bidder. They should also have the power to appoint a person whose duty it would be to see the contracts faithfully executed, both as to quality and quantity. He should have full charge of the stationery department, keeping an account of all stationery received, and issue it only on requisitions signed by the officers entitled to receive it, and to members of the Legislature individually, keeping a separate account with each. He should also have charge of all property in and around the Capitol building not apportioned to the different offices, and report to the Board of Examiners annually, showing the transactions for the year, giving an inventory of all the property in his charge. A statement (No. XIII), showing the amount expended for stationery, fuel, light, etc., each year since July first, eighteen hundred and sixty-seven, is given in the Appendix.

TRANSPORTATION OF PRISONERS.

The amount expended for the transportation of convicts from the several counties, for the last ten years, is one hundred and sixty-one thousand nine hundred and ninety-nine dollars and fifty-two cents. It has been the practice of county officers, whose duty it was to deliver convicts, when they had more than one prisoner to deliver, to leave them in the jail at San Francisco and deliver one at a time, with an interval of one or more days, and then claim full traveling expenses for each convict delivered, thereby greatly increasing the expense to the State. The service is performed by county officers, and is just as properly a county charge as the expense of arrest, trial, and conviction. If properly a State charge, the service should be performed by sending, upon notification of conviction, a guard from the prison, paying only the actual traveling expenses. The same course should be adopted for the transportation of insane, which, prior to the adoption of the Code, was a county charge.

NATIONAL GUARD.

From the table given below, it will be seen that the expense of maintaining the National Guard has kept pace with the general increase of public expenditures. The amount expended during the twenty-fourth fiscal year was nearly double the sum required for the same purpose in the twenty-third year, when the disbursements were considerably increased by the extra expense of calling out the militia to quell the disturbance in Amador County. What there was in the nature of things,

or the condition of the people of the State of California, to justify the increase, I am at a loss to determine, unless it may have been the fear of another Amador war; if such was the case, happily, those fears have been dispelled. I think the expense could safely be reduced to one half the present amount without injury to the State, or jeopardy to our institutions, while many think the expense could be still further reduced by abolishing the office of Adjutant General, and allowing your Excellency an additional clerk to perform the duties that pertain to that office.

Twenty-first fiscal year.....	\$27,831 00
Twenty-second fiscal year.....	28,267 24
Twenty-third fiscal year.....	32,581 95
Twenty-fourth fiscal year.....	61,356 65
Total in four years.....	\$150,036 84

STATE PRINTING.

This is also a large item in the list of expenditures, in which there can be a heavy reduction without detriment to the State. The Act, approved March twenty-six, eighteen hundred and seventy-two, abolishing the office of State Printer, and providing for the erection of a State Printing Office, to take effect the first Monday in July, eighteen hundred and seventy-five, will, I am informed by persons competent to judge, effect a saving of fifty per cent. The expense for the next two fiscal years, will depend largely on the action of the Legislature. If they use a reasonable degree of economy, the appropriation can be materially reduced. The appropriation for the twenty-fourth and twenty-fifth fiscal years, is already exhausted, and the deficiency is estimated at seventy thousand dollars. A number of bills for printing (for the Pilot Commissioners, Port Wardens, and State University,) were allowed by the Board of Examiners, for which I refused to draw warrants, holding that they were not properly a charge against the State, until I was overruled by the Attorney General, who filed a written opinion in this office, giving it as his opinion, that, under the law, they were properly a State charge.

STATE DEBT.

The table below is an accurate statement of the funded debt July first, eighteen hundred and seventy-one, the amount redeemed, the amount refunded, and the amount outstanding June thirtieth, eighteen hundred and seventy-three:

Series.	Rate of Interest.	Outstanding July 1, 1871.	Red'med to June 30, 1873.	Refunded.	Outstand'g June 30, 1873.
Bonds of eighteen hundred and fifty-seven.....	7	\$2,162,000	\$357,000	\$217,500	\$1,587,500
Bonds of eighteen hundred and sixty	7	125,000	15,000	8,500	101,500
Soldiers' Bounty Bonds.....	7	605,000	.....	605,000	.....
Soldiers' Relief Bonds.....	7	349,500	.....	239,500	110,000
State Capitol Bonds of eighteen hundred and seventy.....	7	250,000	.....	.....	250,000
State Capitol Bonds of eighteen hundred and seventy-two	7	.....	.....	.....	250,000
Bonds of eighteen hundred and seventy-three	6	.....	.....	.....	1,497,500
		\$3,491,500	\$372,000	\$1,069,500	\$3,796,500

There was in the treasury the sum of three hundred and forty-eight thousand five hundred dollars set aside to redeem bonds of eighteen hundred and fifty-seven, that had been called in by advertisement, and upon which interest will cease November first, eighteen hundred and seventy-three. This will leave three million four hundred and forty-eight thousand dollars as the interest-bearing debt on the first of November, eighteen hundred and seventy-three. The amount of interest paid by the State on the funded debt, during the last sixteen years, is given in detail in Appendix (Statement No. X).

Items.	Amounts.
The amount of interest paid on the funded debt of eighteen hundred and fifty-seven, was.....	\$3,403,524 71
Paid for redemption of bonds (principal).....	2,091,159 68
	\$5,494,684 39
To arrive at the total amount paid by the State, add, for fees, and expenses of collection on the above, say seven per cent, a low estimate.....	384,627 90
Total, principal and interest, paid by taxation.....	\$5,879,312 29

It will be seen from these figures that the State has already paid five million eight hundred and seventy-nine thousand three hundred and twelve dollars and twenty-nine cents, principal and interest, during the last sixteen years, on a debt of three million nine hundred thousand dollars, and there still remains unpaid, of the principal, one million eight hundred and five thousand dollars, which, with accruing interest, must be paid by further taxation.

The total debt, funded and otherwise, of the State, June thirtieth, eighteen hundred and seventy-three, was:

Items.	Amounts.
Bonds in private hands.....	\$1,982,500 00
Bonds held in trust for School Fund.....	1,417,500 00
Bonds held in trust for University Fund.....	396,500 00
General Fund—warrants overdrawn.....	90,583 22
State Capitol Fund—warrants overdrawn.....	77,661 55
Military Fund—warrants overdrawn	14,963 75
Normal School Building Fund—warrants overdrawn...	83,460 40
	<hr/>
	\$4,063,168 92
Deduct amount in Interest and Sinking Funds of eighteen hundred and fifty-seven, held for redemption of bonds.....	348,500 00
	<hr/>
Net indebtedness June thirtieth, eighteen hundred and seventy-three	\$3,714,668 92

STATE CAPITOL.

Items.	Amounts.
The total amount of warrants drawn for construction and incidental expenses of the State Capitol, up to the close of the twenty-fourth fiscal year, was.....	\$2,319,988 87
Add to this, amount of claims allowed for which warrants had not been drawn.....	29,463 36
	<hr/>
Total for State Capitol.....	\$2,349,452 23
Expended for additional grounds.....\$83,075 45	
Expended for Governor's Mansion..... 48,455 24	
	<hr/>
Total for additional grounds and Governor's Mansion.....	131,530 69
	<hr/>
Grand total.....	\$2,480,982 92

ADJUSTMENT OF BALANCES.

The Act of February twentieth, eighteen hundred and seventy-two, required the Controller and Treasurer, under the supervision of the Governor, to ascertain the number, date, and amount of all warrants outstanding, and adjust the balances of the several Funds. It gives me

pleasure to state that the law has been fully complied with, the errors corrected, and warrants, that have been payable more than one year, canceled. The exact condition of the several Funds, together with a list of all warrants outstanding, is now reported monthly to the Board of Examiners. Owing to the manner in which the books of the Controller and Treasurer's offices have been kept, it was found impossible to adjust the balances without commencing January first, eighteen hundred and fifty-seven (the balances were adjusted at that time by a committee appointed by the Legislature), and compare each and every warrant reported paid by the Treasurer, with the warrant registers and books of this office; also, to compare the receipts as charged on the Treasurer's books. To check off and compare all the warrants drawn from January first, eighteen hundred and fifty-seven, up to January first, eighteen hundred and seventy-two, required a vast amount of labor and perseverance. It was the only method by which a perfect adjustment could be made. It was not fully completed until May thirty-first, eighteen hundred and seventy-three, having consumed, in its accomplishment, over fourteen months. A great many errors were found, mostly clerical. The amount returned to the State for errors discovered, is seven hundred and five dollars and five cents; and there is yet due, three hundred and twenty dollars. In the Appendix will be found a detailed statement of the errors found.

There are also unadjusted balances against several counties that have been brought forward from year to year—in some instances, since eighteen hundred and fifty-one. The Legislature should take some action to either compel the payment, or authorize the Controller to credit the counties with the amount due. The law should be amended so that counties will be held responsible for defalcations of County Treasurers, and, in case they fail to promptly pay the State's portion, they should be required to pay interest on the amount until paid. The following statement shows the balance due from each county:

Amador County, balance due, sixty-four dollars and seventy-three cents. Due on settlements of December sixteenth, eighteen hundred and fifty-seven, and February seventeenth, eighteen hundred and sixty-three.

Calaveras County, balance due, eight hundred and forty-five dollars and twenty-eight cents. Due on settlements of March, eighteen hundred and fifty one, eighteen hundred and fifty-four, and eighteen hundred and fifty-seven.

Klamath County, balance due, six hundred and fourteen dollars and thirty-eight cents. This is balance due on judgment against sureties of W. S. Wood, defaulting Treasurer—no prospect of collecting it.

Sacramento County, balance due, thirty-eight thousand four hundred and eleven dollars and forty cents. This is balance due on various settlements from the organization of the State government up to the year eighteen hundred and sixty-three.

Yolo County, balance due, two thousand five hundred and eight dollars and thirty-three cents. One thousand six hundred and twenty-eight dollars and nine cents is due on settlement of January seventh, eighteen hundred and fifty-two, and eight hundred and eighty dollars and twenty-four cents on settlement of June third, eighteen hundred and sixty-one.

Los Angeles County, balance due, twenty-six dollars and eleven cents. Due on settlement of January eighth, eighteen hundred and fifty-two.

Santa Barbara County, balance due, three hundred and twenty-six dollars and eight cents. Due on settlement of May twenty-eighth, eighteen hundred and sixty two.

Santa Clara County, balance due, six thousand nine hundred and ninety-one dollars and eighty-one cents. Due on settlements of October and December, eighteen hundred and fifty-two.

REVENUE AND TAXATION.

The valuations of property for the years eighteen hundred and seventy-one, eighteen hundred and seventy-two, and eighteen hundred and seventy-three, were as follows:

Year.	Value of real estate.	Value of personal property.	Total.
Eighteen hundred and seventy-one...	\$181,793,896 57	\$86,074,230 19	\$267,868,126 76
Eighteen hundred and seventy-two...	417,290,499 85	219,942,323 46	637,232,823 31
Eighteen hundred and seventy-three*	405,735,680 00	116,362,311 00	522,257,991 00

* The returns for eighteen hundred and seventy-three are incomplete—the Auditor of Santa Barbara County having neglected to make his report.

The classes of personal property for the years eighteen hundred and seventy-two, and eighteen hundred and seventy-three, were as follows:

Class of property.	1872.	1873.
Money, solvent debts, and bonds.....	\$110,327,680 00	\$10,533,604 00
Merchandise.....	29,178,806 00	31,732,871 00
Live stock.....	32,196,546 00	34,401,366 00
All other personal property.....	48,239,291 46	39,794,470 00
Total.....	\$219,942,323 46	\$116,462,311 00

It will be seen, from the first of the above statements, that there was an increase in eighteen hundred and seventy-two, in the basis of taxation, over the year eighteen hundred and seventy-one, of three hundred and sixty-nine million three hundred and sixty-four thousand six hundred and ninety-six dollars and fifty-five cents, and a decrease in eighteen hundred and seventy-three, from that of eighteen hundred and seventy-two, of one hundred and fourteen million nine hundred and seventy-four thousand eight hundred and thirty-two dollars and thirty-one cents, which is made up of—

Decrease in value of real estate.....	\$11,494,819 85
Decrease in value of personal property.....	103,480,012 46
Total.....	\$114,974,832 31

The decrease in money, solvent debts, and bonds, is ninety-nine million seven hundred and ninety-four thousand and seventy-six dollars.

The second statement shows, that the single item of "live stock," affords a larger basis of taxation than "merchandise"—the assesment of live stock being twenty-nine and one half per cent of the entire personal property of the State; that of "merchandise," which embraces dry goods, groceries, hardware, vessels, machinery, etc., being only twenty-seven and one fifth per cent. This is manifestly unequal, and bears heavily upon the agricultural community.

The Legislature of eighteen hundred and sixty-one passed a law exempting from taxation, "gold dust, solvent debts, other than those mentioned in this section, when the amount thereof exceeds the indebtedness of the party assessed." The Supreme Court, at the October term, in eighteen hundred and sixty-seven, decided, in the case of *The People v. McCreery*, reported in 34 Cal. p. 432, that the parts of the sections of the Act which authorized such deductions, were in violation of the Constitution, and, therefore, void, and of no force or effect. On petition for rehearing, the Court adhered to its former decision, and announced, "that, under the Constitution, the Legislature has no power to exempt from taxation any private property whatsoever." The Legislature of eighteen hundred and sixty-eight amended the law, so that it conformed to this decision.

The provisions of the Constitution, relating to taxation are, that "taxation shall be equal and uniform throughout the State. All property in this State shall be taxed in proportion to its value, *to be ascertained as directed by law.*" Owing to the belief that this provision was evaded, the last Legislature instituted, by the adoption of the Codes, a change in the system of assessment and equalization. The assessment for eighteen hundred and seventy-two, under this law, is believed to have been so nearly perfect in the adjustment of the burdens of taxation between the different counties, that it needed, in that respect, but few if any changes.

The term, "real estate," as defined by the Code, includes:

1. The ownership of, claim to, possession of, or right to the possession of land;
2. All mines, minerals, and quarries, in and under the land, and all rights and privileges appertaining thereto;
3. Improvements.

The term "improvements" includes:

1. All buildings, structures, fixtures, fences, and improvements erected upon or affixed to the land;
2. All fruit, not bearing, or ornamental trees and vines not of natural growth.

The term "personal property" includes everything which is the subject of ownership not included within the meaning of the term "real estate."

The savings banks throughout the State, having been assessed under this law upon "solvent debts secured by mortgage," combined to test its constitutionality. The Supreme Court decided the law to be constitutional, but, in rendering the decision, declared, in effect, that solvent debts are exempt from taxation. After giving this decision, the Court, on application of respondent, reopened the case for argument, and has not yet rendered its decision.

It is claimed by the friends of the law, that this decision of the Court is not in accordance with the spirit of equality of taxation required by

the Constitution; that if any exemption should be made, which they deny, it should be made for debts owing by the person assessed, not for debts owing to the one to whom it is payable, no matter whether the property consists of real estate, horses, cattle, and other species of tangible property, or money and credits.

Amasa Walker, one of the ablest American writers upon the subject of political economy, in treating upon the subject of State taxation, "Science of Wealth," pages three hundred and thirty-seven to three hundred and thirty-nine, says:

"It has sometimes been maintained that credits ought not to be taxed, but all assessments be made upon values, or property, personal and real. Taxes, it has been argued, ought not to be laid upon persons, but upon that out of which they can alone be paid; viz., property.

"But credits are taxed as well as values. A. holds a farm worth ten thousand dollars, mortgaged to B. for five thousand dollars. A. pays taxes upon the whole valuation, and B., upon five thousand dollars, as money at interest. A., it is said, is doubly taxed. This is a practical question, that has puzzled legislators in every age and country. Let us, therefore, carefully examine it.

"Suppose A. and B. aforesaid form an entire community, and that the whole tax of one hundred and fifty dollars is imposed on property. The whole valuation will then be ten thousand dollars (A.'s farm), and the rate, one and a half per cent, which A. pays, and B. goes untaxed. We will now change the principle, and have both property and credits taxed. The valuation will then be: A.'s farm, ten thousand dollars, and B.'s money at interest, five thousand dollars; total, fifteen thousand dollars; and, with the same amount to be assessed (one hundred and fifty dollars), the rate will be one per cent, of which A. pays one hundred, and B. fifty dollars. So, then, we discover that A. is not doubly taxed, as assumed, but at the worst, pays only twenty-five dollars, or one third, more than his share. Such must, in principle, be the result of this kind of taxation, taking a whole community together. All the amount taxed upon credit is so much relief to taxation upon property. This seems to be clear, and the justice of the thing is established by the fact, that A. bought his farm knowing that it would be subject to a full taxation, and bought it cheaper, as we have shown in another place, on that account. B., on the other hand, accepted his mortgage on the same ground, knowing it would be subject to tax on the common valuation. Is either party, then, wronged?

"But perhaps another reason may be given why A. should pay taxes upon the whole value of his farm; viz., that, having the usufruct of the whole, he is entitled to all the profits on the farm. 'But he don't own the whole of the farm.' True; that is his misfortune. If he did, he would obtain a larger amount of net profits; but his obligation to pay tax on the whole is not impaired, because he has the use of a part of B.'s capital. As the owner of the farm, A. has a chance for all the profits that can be made from the whole; while, by the taxation of B. on the mortgage, the former saves a part of what he would otherwise pay in taxes. One pays taxes for the profits of business; the other, for the income on his capital."

If we accept as true the maxim. that Mill says has "become classic," "that subjects of every State ought to contribute to the support of the government, as nearly as possible, in proportion to their respective

abilities; that is, in proportion to the revenue they enjoy under the protection of the State," it will seem, on an examination of the Grand Duplicate of this State, that investment of capital in real estate and improvements must be extraordinarily remunerative, and investments in banks and mercantile ventures extremely hazardous and unprofitable, or that there is great inequality and injustice in the present system of taxation. The claim that the exemption of money from taxation would reduce the rate of interest, is not justified by facts—money never takes less than its pound of flesh; but this claim, if true, cannot justify the wrong that would be perpetrated, by any exemption, upon the property holder, whose necessities do not compel him to become a borrower.

Several of the Eastern and Middle States have, for a number of years, derived a large portion of their revenue from a tax on banks, savings and loan societies, insurance, railroad, water, gas, mining, telegraph, and express companies.

The State of Massachusetts received from tax on this species of property, in eighteen hundred and sixty-nine, the latest report received, the sum of two million eight hundred and seven thousand nine hundred and forty-one dollars and five cents.

From tax on real estate and personal property, two million four hundred and eighty-three thousand six hundred and thirty-six dollars and forty-six cents.

The receipts from tax on corporations was thirteen per cent more than from property tax.

Pennsylvania received in eighteen hundred and seventy-two:

From tax on property.....	\$561,316 12
From tax on corporations, loans, gross receipts, coal, and tonnage.....	4,387,740 20
From tax on enrollment of laws, etc	2,199,581 03
	<hr/>
	\$7,148,637 35

There are in California incorporated banks, societies, and companies, representing an aggregate paid up cash capital of more than one hundred million dollars, some of them carrying large reserves in addition.

The California Insurance Commissioners' Report for eighteen hundred and seventy-one, shows that there are thirty-three fire and marine insurance companies doing business in this State.

Amount of paid up capital stock (gold coin), twenty-five million seven hundred and fifty-two thousand five hundred dollars.

Amount of risks taken, two hundred and thirty million two hundred and eighteen thousand three hundred and sixty-three dollars.

Amount of premiums, two million eight hundred and thirty-nine thousand seven hundred and two dollars.

The whole number of life insurance companies doing business in the State is thirty-five—two, home.

Amount of new policies written in 1871.....	\$14,559,437 00
Amount of policies renewed in 1871.....	51,957,592 00
	\$66,517,029 00
Amount of premiums.....	3,191,958 00

The capital stock of the home fire and marine, and life insurance companies, is six million eight hundred thousand dollars.

The home and foreign companies are assessed on property of the value of seven hundred and eighty-seven thousand five hundred and eight dollars.

Statement showing the names and capital stock, and money and real estate, etc., of some of the banks doing business in this State.

Name of bank.	Capital stock.	Assessed value of money.	Assessed value of real estate, etc.
Bank of California.....	\$5,000,000 00	\$1,800,000 00	\$208,000 00
London and San Francisco Bank (limited).....	3,000,000 00	1,000,000 00	.....
California Trust Company.....	1,000,000 00	.....	.....
Bank of British Columbia.....	1,400,000 00	200,000 00	1,000 00
Pacific Bank.....	1,000,000 00	.....	.....
	\$11,400,000 00	\$3,000,000 00	\$209,000 00

List of savings and loan societies of the City of San Francisco, and the amount of deposit in each on the first day of July, eighteen hundred and seventy-three.

Savings and Loan Society.....	\$9,324,273 00
Hibernia Savings and Loan Society.....	12,480,470 00
French Savings and Loan Society.....	5,127,772 00
San Francisco Savings Union.....	5,121,511 00
Odd Fellows Savings Bank.....	5,309,053 00
Farmers' and Mechanics' Savings Bank.....	392,994 00
German Savings and Loan Society.....	3,618,179 00
Masonic Savings and Loan Bank.....	905,162 00
Humboldt Savings and Loan Society.....	645,993 00
Security Savings Bank.....	805,816 00
	\$43,731,223 00

Name of company.	Capital.	Shares.	Market value.
Spring Valley Water Company.....	\$8,000,000	80,000	\$6,480,000
San Francisco Gas Company.....	6,000,000	20,000	1,370,000

The above statements give only a few of the incorporations doing business in the State.

None of the companies are taxed upon their capital stock, either to the company or individuals, nor has one of the depositors in any bank or savings and loan society been assessed for money on deposit. As proof of their ability to pay taxes I give the following facts: The London and San Francisco Bank (limited) earned, last year, twenty-two per cent upon its paid up stock. In the case of *The Savings and Loan Society v. Austin*, the President of that company testified that they have a capital stock of five hundred thousand dollars, to which they have added, from the earnings of money of depositors, the sum of three hundred thousand dollars; and they declare dividends on the capital stock of about twenty-two per cent, at the same time giving to the depositors from nine to ten per cent. The Spring Valley Water Company, with a capital stock of eight million dollars, the market value of which is six million four hundred and eighty thousand dollars, declaring a dividend of forty thousand dollars per month, pays in the City of San Francisco:

Tax on an assessment on real estate of.....	\$32,000
Improvements on real estate.....	30,500
City and town lots.....	123,900
Improvement on city and town lots.....	33,250
Personal property.....	500,000
Lands and reservoirs (in San Mateo County).....	156,180
Total	\$875,830

The San Francisco Gas Company, with a capital of six million dollars, declaring a dividend in September, eighteen hundred and seventy-three, of fifty thousand dollars, is assessed upon a valuation of real estate and personal property of eight hundred and eighty thousand dollars.

RAILROAD COMPANIES

Are taxed upon valuations made by the Assessors and equalized by the Boards of Supervisors of the counties in which they are located. These officers are in many instances unacquainted with the value of this species of property, and are unduly subject to local influences and interests. The result of this is a great inequality of taxation, and consequent dissatisfaction both amongst the people and by the owners of the roads. As a remedy, I recommend that power be given to the State Board of Equalization to revise and equalize this class of property between the various companies and counties.

RATE OF TAXATION.

The rate levied for State purposes for the twenty-third fiscal year was eighty-six and one-half (86½) cents on each one hundred dollars. Owing to the increased amount on the assessment roll for eighteen hundred and seventy-two, only fifty (50) cents was levied for the twenty-fourth year, though the amount to be raised was greater than for the previous year. It was apportioned as follows:

General Fund.....	\$0.28
School Fund.....	.04 $\frac{8}{10}$
Interest and Sinking Fund of eighteen hundred and fifty-seven.....	.02 $\frac{8}{10}$
Interest and Sinking Fund of eighteen hundred and sixty.....	.00 $\frac{1}{10}$
State Capitol Fund.....	.04
Military Fund.....	.01 $\frac{2}{10}$
Soldier's Bounty Interest Fund.....	.00 $\frac{8}{10}$
Soldier's Relief Interest Fund.....	.00 $\frac{5}{10}$
Pacific Railroad Fund.....	.02 $\frac{1}{10}$
State Normal School Building Fund.....	.01 $\frac{5}{10}$
Insane Asylum Special Fund.....	.03 $\frac{5}{10}$
State Capitol Bonds Interest Fund.....	.00 $\frac{7}{10}$
Total.....	\$0.50

The rate for the twenty fifth year, by reason of the decrease in the amount of taxable property on the assessment of eighteen hundred and seventy-three, remains the same as the last year—fifty cents on each one hundred dollars. Had the assessment remained the same as last year, it would have required only forty two and four tenths cents. There can be no estimate made for the twenty-sixth and twenty-seventh year that will be of any practical benefit, as the action of the Legislature cannot be anticipated. It will require a levy of twenty-one and three fifths cents for General Fund purposes, to meet the requirement of existing laws. The annual interest on the funded debt, including one hundred and five thousand dollars for interest on Pacific Railroad bonds, is three hundred and thirty-one thousand three hundred and eighty-five dollars. To pay this it will require a levy of seven and eight tenths cents. I recommend that the ad valorem tax for State Capitol, Military, and Insane Asylum Funds be discontinued, and appropriations for a specific amount, for these purposes, be made from the General Fund. I can see no good reason why there should be a separate ad valorem tax levied for each class of bonds. The Controller can estimate the levy required in the aggregate, as well as for each class separately. If these suggestions are adopted an ad valorem tax will be levied for these Funds only, viz.:

General Fund.
Interest and Sinking Fund.
School Fund.

The amount of property tax collected for State purposes, during the twenty-fourth fiscal year, as reported by County Assessors, was	\$2,502,602 27
Add amount retained by Collectors.....	48,679 12
Total amount collected for State purposes.....	\$2,551,281 39
Amount paid into the State Treasury.....	2,350,911 02
Cost of collection.....	\$200,370 37

The foregoing figures show that the cost of collecting the State's proportion of the taxes was seven and eighty-five one hundredths per cent.

ESTIMATE OF EXPENDITURES.

The Controller is required by law to make an estimate of the expenditures, to be defrayed from the treasury, for the two ensuing fiscal years. I have made the estimate under existing laws. Where a specified amount is not fixed by law, I have estimated the sum required by expenditures of former years, adding a recommendation for several appropriations to be provided for by new statutes.

The total amount to be raised for General Fund purposes, to meet the estimate of expenditures, is one million nine hundred and eight thousand three hundred and forty dollars. Estimating the total taxable property in the State, for the next two fiscal years, at five hundred and thirty million dollars, it will require, allowing twenty per cent for cost of collection and delinquents, a levy of twenty-one and three fifths cents on the hundred dollars. If additional appropriations are made, the sum appropriated should be added to the above amount, and the rate proportionately increased.

Apparently the Legislature has made large appropriations without the remotest idea of the aggregate amount. As an instance of this, I have only to refer to the last session: The aggregate amount of the various appropriations from the General Fund was three millions two hundred and eighty-nine thousand three hundred and twenty-three dollars and forty-four cents; they actually passed an Act limiting the amount to be raised by the Board of Equalization to two million three hundred and eighty thousand dollars. I suggest that the Committee on Appropriations keep a careful account of the amounts required by the different appropriation bills as they are approved; by adding the amount to the estimate for the general appropriation bill the total sum to be raised and the rate of taxation can be ascertained at any time during the session. It will undoubtedly tend to retrenchment, as the Legislature can have constantly in view the burdens further appropriations will impose upon the taxpayers.

CLAIMS AGAINST THE UNITED STATES GOVERNMENT.

Under authority of Assembly Joint Resolution Number Thirty-three, there was delivered to James E. Hale and Thomas M. Nosler the original vouchers relative to the claim of the State against the United States

Government. The number of vouchers delivered to the Commissioners was about thirty-two thousand; the claims were as follows:

First California Guard.....	\$4,875 62
Military Recruiting Fund.....	24 259 88
Remounting battery.....	2,800 00
Line Officers Fund.....	23,813 91
Soldiers' Relief Fund.....	1,062,565 94
Soldiers' Bounty Fund.....	1,305,417 63
Equipment, etc., of troops.....	236,765 15
Total	\$2,660,498 13

It is probable that of this amount about one million five hundred thousand dollars can be collected. The Legislature should pass a law directing, when collected, payment into the treasury, and stating for what purpose it shall be used.

INTESTATE ESTATE.

In the year eighteen hundred and sixty-three, James M. Lewis, a resident of Stanislaus County, died intestate, and, having no heirs, the estate escheated to the State. There was several hundred acres of land belonging to the estate. Under the direction of the Attorney General, suit was commenced in the Fifth Judicial District Court; a judgment was rendered at the October term, eighteen hundred and sixty-four, of escheat to the State. I would suggest that an Act be passed authorizing the Controller to dispose of the land and pay the proceeds into the School Fund.

RETRENCHMENT.

The aggregate of the appropriations for State purposes for the twenty-fourth and twenty-fifth fiscal years, was five million six hundred thousand five hundred and fifty-one dollars and ninety six cents. When we consider that at the time these appropriations were made the State was at peace with all the world, engaged in no work of internal improvement, and undertaking no great work of public benefit, it does not seem strange that the people, who bear the burdens of government, should demand of their representatives that they inaugurate a system of reform and retrenchment in the public expenditures—retrenchment that will go further than lopping off a clerkship here and there, and reducing the salaries of a few more. There should be a thorough examination, extending through every department of government, both State and county; special legislation and appropriations to institutions of a private character, or in aid of private enterprise, should be discontinued forever. It may be seriously questioned whether the Legislature has the right to levy taxes to donate to institutions of a private character, or in aid of private enterprises. The duty of government, as generally understood, is to protect individuals in their rights, and preserve order.

After becoming familiar with the financial transactions of the State, through the office I have the honor to hold, I am more firmly impressed than ever before with the great necessity of retrenchment in the public

expenditures. A comparison of the expenses of State, county, and municipal government in California, with that of the other States comprising the Federal Union, convinces me that, in proportion to wealth and population, California is laboring under heavier burdens of taxation than any other State in the Union, without exception. The aggregate amount charged against Tax Collectors for State and county purposes, on the assessment roll of eighteen hundred and seventy-two, reached the enormous sum of nine million four hundred and eighty-six thousand three hundred and eighty-nine dollars and thirty-two cents; of which three million one hundred and eighty-five thousand eight hundred and ninety-five dollars and seventy-eight cents was for State purposes, and six million three hundred thousand four hundred and ninety-three dollars and fifty-four cents for county purposes. Municipal taxes (San Francisco excepted), receipts from poll taxes, licenses, special per capita taxes, and special district taxes, for road and school purposes, are not included in the above amount, as they are not reported to this office. It would be within bounds to say that they would swell the grand total to ten million five hundred thousand dollars. This is a heavy charge for one year's government of a State containing a population of only five hundred and sixty thousand two hundred and forty-seven—a trifle over eighteen and seventy-four one hundredths dollars for each man, woman, and child in the State. The highest rate, per capita, of any other State that I have been able to ascertain from the Controllers' reports, is fourteen and thirty-five one hundredths dollars. In Ohio, the total levy for all purposes for the year eighteen hundred and seventy-two—a year of unusually large expenditures—was twenty-three million two hundred and forty-eight thousand nine hundred and seventy-nine dollars; population, two million six hundred and sixty-five thousand two hundred and sixty; rate per capita, eight and seventy-two one hundredths dollars. I refer to Ohio, more particularly, as the revenue laws are similar to those of this State. Among the items of county expenditures in Ohio, are large amounts for roads, bridges, and public buildings, while I am unable to learn that any considerable amount is being expended in California, by the counties, for public improvements.

The high rate of taxation is operating, and must continue to operate, heavily against the growth, prosperity, and development of the State; and, unless some measures of retrenchment are adopted, and the rates reduced, there is reason to fear that it will cause our population to decrease rather than increase. There are few farmers, of limited means, who are able to successfully struggle through an occasional season of drought and pay the heavy taxes that are imposed upon them. It is plain to me, that the proper way to induce and encourage immigration is not by an appropriation of a few thousand dollars for the distribution of pamphlets, but to reduce the expenses of government, and, consequently, the rates of taxation.

The amount levied upon the assessment of eighteen hundred and seventy-one, for county purposes, was four million eight hundred and fifty thousand eight hundred and seventy-six dollars and thirty-seven cents; on the assessment of eighteen hundred and seventy-two it was six million three hundred thousand four hundred and ninety-three dollars and fifty-four cents. In addition to this amount, the entire receipts from poll taxes and licenses were diverted from the State Treasury to the counties, and the State assumed the expense of transportation of insane, that had previously been a county charge.

It will be seen that the expenses of county government have largely increased. This requires serious attention, and shows the necessity of legislation. There should be a plain, comprehensive, and uniform system for county government adopted, the number of officers reduced, and every officer paid a stipulated salary. Then the public will know just what they are to pay for the services of different officers. All fees should be paid into the County Treasury. When this is done, and the salaries reduced to something near what is paid for like services by private individuals, or corporations, that indecent scramble for office, accompanied as it is by the expenditure of large sums of money for the purpose of bribery and corruption, will be done away with. It is no unusual thing for a candidate for a county office to spend thousands of dollars to obtain the office for a term of two years, and then retire with a competency that would require a lifetime to accumulate in the ordinary channels of business. This must necessarily come from the pockets of the taxpayers.

I regret that there is no law compelling County Auditors to make detailed statements to this office of the receipts and expenditures of their respective counties. If such a law were in force, I would be enabled to give your Excellency more detailed information regarding county expenses, and suggest a more definite plan of reduction.

The plan of making a vehicle of the general appropriation bill to carry through measures of a special or doubtful character, is a bad one, and should not prevail. Every interest, having the good of the State in view, demands the practice of rigid economy in public expenditures, and that an earnest effort be made to lighten the burdens of taxation. I would respectfully recommend that the salaries paid State officers be reduced, and the services of a part of the clerical force employed by the State dispensed with. If the compensation allowed members of the Legislature was fixed at one thousand dollars, regardless of the number of the days of the session, instead of ten dollars per diem, it would undoubtedly effect a large saving. The average daily expense of the nineteenth session was two thousand two hundred and fifty-eight dollars.

CONCLUSION.

In conclusion, I wish to bear testimony to the zeal and fidelity of my subordinates in office, and the uniform courtesy and kindness of the various county officers of the State.

I have the honor to be,

Very respectfully,

Your obedient servant,

JAMES J. GREEN,
State Controller.

STATE OF CALIFORNIA, }
County of Sacramento. } ss.

I, James J. Green, Controller of the State of California, do hereby certify that the appropriation for the "Contingent expenses in the Controller's office," for the twenty-third and twenty-fourth fiscal years, was

all expended in the payment of subscriptions to newspapers, in the purchase of ice, towels, soap, and other necessary expenses of the office. That the appropriation for the payment of "postage and expressage in the Controller's office," for the twenty-third and twenty fourth fiscal years, so far as expended, was expended in the payment of postage, expressage, and telegraphing for the office, as will fully appear by reference to the vouchers upon which the warrants were issued.

JAMES J. GREEN,
Controller.

OCTOBER 10th, 1873.



APPENDIX.

RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR.

Statement showing the receipts and the several sources and counties from which they are derived.

COUNTIES.	Property tax of 1865.	Property tax of 1866.	Property tax of 1867.	Property tax of 1868.
Alameda	\$39 53
Alpine
Amador
Butte
Calaveras
Colusa
Contra Costa
Del Norte
El Dorado	\$3,299 60	.....
Fresno
Humboldt
Inyo
Kern
Klamath
Lake
Lassen
Los Angeles
Marin
Mariposa	\$1,083 12	1,372 66	.....
Mendocino	\$2,580 17	.....	.....	.....

Merced .....	.....	.....	.....	.....
Mono .....	.....	.....	.....	.....
Monterey .....	.....	.....	.....	.....
Napa .....	.....	.....	.....	.....
Nevada .....	.....	.....	.....	.....
Placer .....	.....	.....	.....	.....
Plumas .....	.....	.....	.....	.....
Sacramento .....	.....	.....	.....	.....
San Bernardino .....	.....	.....	.....	.....
San Diego .....	.....	.....	.....	.....
San Francisco .....	.....	.....	.....	.....
San Joaquin .....	.....	.....	.....	.....
San Luis Obispo .....	.....	.....	.....	.....
San Mateo .....	.....	.....	.....	.....
Santa Barbara .....	.....	.....	.....	.....
Santa Clara .....	.....	.....	.....	.....
Santa Cruz .....	.....	.....	.....	.....
Shasta .....	.....	.....	.....	.....
Sierra .....	.....	.....	.....	.....
Siskiyou .....	.....	.....	.....	.....
Solano .....	.....	.....	.....	.....
Sonoma .....	.....	.....	.....	.....
Stanislaus .....	.....	.....	.....	.....
Sutter .....	.....	.....	.....	.....
Tehama .....	.....	.....	.....	34 21
Trinity .....	.....	.....	.....	14 53
Tulare .....	.....	.....	.....	.....
Tuolumne .....	.....	.....	.....	.....
Yolo .....	.....	.....	.....	.....
Yuba .....	.....	.....	.....	.....
Totals	\$2,580 17	\$1,083 12	\$4,672 26	\$88 27

[I] RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Property tax of 1869.	Property tax of 1870.	Property tax of 1871.	Total property tax.
Alameda	\$122 53	\$9 52	\$98,698 08	\$98,869 66
Alpine	128 31	2,362 05	2,490 36
Amador	18,304 66	18,304 66
Butte	944 98	29,392 73	30,337 71
Calaveras	22 23	48 41	7,695 95	7,766 59
Colusa	1,216 24	31,456 31	32,672 55
Contra Costa	237 17	21,625 31	21,862 48
Del Norte	3,285 87	6,585 47
El Dorado	293 39	14,328 90	14,622 29
Fresno	2,944 30	19,312 58	22,256 88
Humboldt	222 20	18,549 54	18,771 74
Inyo	138 73	4,123 45	4,262 18
Kern	1,805 39	12,394 53	14,199 92
Klamath	3,022 35	3,022 35
Lake	733 82	5,455 11	6,188 93
Lassen	4,236 83	4,236 83
Los Angeles	16,425 75	27,563 47	43,989 22
Marin	518 25	1,229 31	23,008 88	24,756 44
Mariposa	1,300 95	1,887 09	8,468 49	16,682 48
Mendocino	2,816 26	16,337 29	19,153 55
Merced	549 52	21,541 60	22,091 12
Mono	7 34	2,223 91	2,231 25
Monterey	273 10	23,587 13	23,860 23
Napa	53 40	957 53	29,081 37	30,092 30
Nevada	1,798 42	38,732 25	40,530 67
Placer	878 07	29,479 17	30,357 24

Plumas.....	.....	320 39	8,155 81	8,476 20
Sacramento.....	.....	2,327 34	80,348 79	82,676 13
San Bernardino.....	.....	6,701 12	768 86	7,469 98
San Diego.....	48 81	3,927 15	9,667 23	13,643 19
San Francisco.....	2,368 33	23,658 09	794,650 71	820,677 13
San Joaquin.....	.....	826 79	67,317 92	68,144 71
San Luis Obispo.....	.....	2,890 00	8,666 61	11,556 61
San Mateo.....	.....	553 45	13,929 82	14,483 27
Santa Barbara.....	.....	1,834 39	17,148 24	18,982 63
Santa Clara.....	395 31	1,609 47	97,539 83	99,544 61
Santa Cruz.....	.....	.....	15,265 30	15,265 30
Shasta.....	.....	586 05	7,672 57	8,258 62
Sierra.....	.....	10 39	12,953 90	12,964 29
Siskiyou.....	.....	1,173 86	14,891 45	16,065 31
Solano.....	.....	.....	43,748 12	43,748 12
Sonoma.....	.....	661 22	59,813 85	60,475 07
Stanislaus.....	.....	1,540 49	22,004 91	23,545 40
Sutter.....	.....	1,171 97	17,591 86	18,763 83
Tehama.....	100 06	626 92	16,901 99	17,663 18
Trinity.....	20 94	255 14	3,567 49	3,858 10
Tulare.....	.....	23,720 31	1,063 93	24,784 24
Tuolumne.....	.....	369 50	8,364 05	8,733 55
Yolo.....	.....	254 29	32,460 27	32,714 56
Yuba.....	.....	953 54	30,132 54	31,086 08
Totals.....	\$4,950 81	\$111,506 72	\$1,898,893 86	\$2,023,775 21

RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Poll tax of 1867.	Poll tax of 1870.	Poll tax of 1871.	Poll tax of 1872.
Alameda		\$370 60	\$4,003 12	.....
Alpine			238 46	.....
Amador			1,472 25	.....
Butte			3,544 04	.....
Calaveras			1,211 03	.....
Colusa		185 02	765 80	.....
Contra Costa			1,444 78	.....
Del Norte	\$16 82		377 16	\$58 38
El Dorado			2,730 77	.....
Fresno		142 48	724 25	.....
Humboldt			651 03	.....
Inyo			442 27	.....
Kern		35 63	242 41	.....
Klamath			620 31	.....
Lake		114 77	436 32	.....
Lassen			254 29	.....
Los Angeles			1,525 41	.....
Marin		10 89	1,201 14	.....
Mariposa		18 80	733 16	.....
Mendocino		29 19	752 94	.....
Merced		8 91	338 38	.....
Mono		51 45	148 41	.....
Monterey		94 00	1,416 08	.....
Napa		14 85	1,304 04	.....
Nevada			3,516 33	.....
Placer			2,964 28	.....

Plumas	31 66	1,301 07	.....
Sacramento.....		5,406 09	.....
San Bernardino	127 63	264 18	.....
San Diego		445 24	.....
San Francisco		19,503 65	988 58
San Joaquin		2,022 35	.....
San Luis Obispo		359 16	.....
San Mateo.....		752 95	.....
Santa Barbara		556 05	.....
Santa Clara.....	1,079 44	3,008 78	.....
Santa Cruz	28 64	504 90	.....
Shasta	133 57	850 89	.....
Sierra		1,995 45	.....
Siskiyou		1,555 34	.....
Solano	126 65	1,934 91	.....
Sonoma		4,046 65	.....
Stanislaus	38 59	848 91	.....
Sutter.....	124 67	603 54	.....
Tehama	238 45	734 94	.....
Trinity.....	73 22	963 68	.....
Tulare	337 39	341 37	.....
Tuolumne		1,378 24	.....
Yolo	3 96	1,751 26	.....
Yuba.....	3 96	2,106 80	.....
Totals.....	\$3,424 42	\$86,354 86	\$1,046 96

[I] RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Total poll tax.	Merchants' licenses.	Bankers' licenses.	Brokers' licenses.
Alameda ..	\$4,373 72	.....	.....	.....
Alpine.....	238 46	.....	.....	\$3 93
Amador	1,472 25	.....	.....	99 53
Butte.....	3,544 04	\$52 38	.....	89 05
Calaveras	1,211 03	.....	.....	99 43
Colusa	950 82	.....	\$98 08	6 54
Contra Costa.....	1,444 78	.....	.....	.....
Del Norte.....	452 36	.....	.....	.....
El Dorado.....	2,730 77	.....	.....	145 37
Fresno	866 73	.....	.....	.....
Humboldt	651 03	.....	.....	.....
Inyo.....	442 27	.....	.....	.....
Kern.....	278 04	.....	.....	.....
Klamath.....	620 31	.....	.....	.....
Lake	551 09	.....	.....	.....
Lassen	254 29	.....	.....	.....
Los Angeles.....	1,525 41	.....	58 73	39 15
Marin	1,212 03	.....	.....	.....
Mariposa.....	751 96	.....	.....	.....
Mendocino	782 13	.....	.....	.....
Merced.....	347 29	.....	.....	.....
Mono	199 86	.....	.....	.....
Monterey	1,510 08	.....	.....	.....
Napa	1,318 89	.....	97 98	6 52
Nevada	3,516 33	.....	.....	176 18
Placer	2,964 28	.....	.....	190 54

Plumas.....	1,332 73	393 12	648 21	32 02
Sacramento	5,406 09			165 00
San Bernardino.....	391 81			26 16
San Diego.....	445 24	19 58		
San Francisco	20,492 23	8,257 62	2,844 98	760 68
San Joaquin.....	2,022 35	156 61	176 18	89 18
San Luis Obispo.....	359 16			
San Mateo.....	752 95			
Santa Barbara.....	556 05			6 53
Santa Clara.....	4,088 22	88 04	220 45	25 76
Santa Cruz	533 54			
Shasta ..	984 46			5 24
Sierra	1,995 45			173 71
Siskiyou	1,681 99		156 60	14 36
Solano	1,934 91			187 66
Sonoma.....	4,085 24	19 65	274 66	81 15
Stanislaus.....	973 58			
Sutter.....	841 99			
Tehama	734 94			
Trinity.....	1,036 90			92 66
Tulare.....	678 76			
Tuolumne	1,378 24			104 45
Yolo	1,755 22			
Yuba	2,170 76	26 10	234 90	95 71
Totals.....	\$90,843 06	\$9,013 10	\$4,810 77	\$2,717 11

[I] RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Auctioneers' licenses.	Circus licenses.	Bowling alley licenses.	Billiard licenses.
Alameda	\$87 22	\$4 37	.....	\$184 87
Alpine .....	.....	8 73	.....	4 37
Anador .....	.....	8 74	.....	4 36
Butte	17 46	65 47	.....	50 20
Calaveras .....	.....	4 37	.....	17 47
Colusa .....	.....	13 05	.....	37 08
Contra Costa .....	.....	.....	.....	26 20
Del Norte .....	.....	.....	.....	24 33
El Dorado .....	.....	17 46	.....	19 65
Fresno .....	.....	.....	.....	.....
Humboldt	17 40	.....	\$4 35	106 58
Inyo .....	.....	.....	.....	15 23
Kern .....	.....	.....	.....	17 47
Klamath .....	.....	.....	.....	55 54
Lake .....	.....	.....	.....	10 92
Lassen .....	.....	.....	.....	.....
Los Angeles	72 50	.....	8 71	158 77
Marin .....	.....	.....	.....	12 13
Mariposa .....	.....	.....	.....	4 37
Mendocino .....	.....	30 45	.....	21 75
Merced .....	.....	.....	.....	.....
Mono .....	.....	.....	.....	.....
Monterey .....	.....	.....	.....	.....
Napa	43 50	8 70	2 18	56 56
Nevada	98 77	30 45	.....	78 30
Placer	4 35	21 77	.....	34 85

COUNTIES.	Pawnbrokers' licenses.	Theater licenses.	Serenaders' licenses.	Bull and bear fight licenses.
Alameda	\$2 19	\$10 92
Alpine
Amador	2 18	.....
Butte	\$117 86	\$32 74	.....	.....
Calaveras
Colusa	6 55	4 37	.....
Contra Costa
Del Norte	17 47	.....	.....
El Dorado
Fresno	78 30	.....	.....
Humboldt
Inyo
Kern
Klamath	4 37	.....	.....
Lake
Lassen
Los Angeles	91 35	.....	.....
Marin
Mariposa	10 88	.....
Mendocino
Merced
Mono
Monterey
Napa	13 05	.....	.....
Nevada	52 20	.....	.....
Placer	10 90	.....	.....

Plumas.....	268 45		
Sacramento.....	10 91	21 83	
San Bernardino.....			
San Diego.....	4,352 71		
San Francisco.....	69 61		
San Joaquin.....			
San Luis Obispo.....			
San Mateo.....			
Santa Barbara.....			
Santa Clara.....	66 22	6 53	
Santa Cruz.....			
Shasta.....	2 18	15 22	
Sierra.....	8 96	10 87	
Siskiyou.....		36 90	
Solano.....	17 41	15 27	
Sonoma.....	6 54		
Stanislaus.....			
Sutter.....		8 70	
Tehama.....			
Trinity.....	4 35		
Tulare.....	17 46	8 73	
Tuolumne.....			
Yolo.....	39 16	2 18	
Yuba.....		8 70	
Totals.....	\$5,170 89	\$154 55	\$10 92

COUNTIES.	Jugglers' licenses.	Intelligence office licenses.	Insurance company's licenses.	Foreign miners' licenses.
Alameda
Alpine
Amador
Butte
Calaveras
Colusa
Contra Costa
Del Norte
El Dorado	\$325 92
Fresno
Humboldt
Inyo
Kern
Klamath
Lake
Lassen
Los Angeles
Marin
Mariposa
Mendocino
Merced
Mono
Monterey
Napa
Nevada
Placer	\$13 05	.....	.....	.....

Plumas.....	\$13 10	\$43 65	
Sacramento.....			
San Bernardino.....			
San Diego.....			
San Francisco.....	844 05	3,989 00	
San Joaquin.....			
San Luis Obispo.....			
San Mateo.....			
Santa Barbara.....			
Santa Clara.....			
Santa Cruz.....			
Shasta.....			
Sierra.....			
Siskiyou.....			
Solano.....			
Sonoma.....			
Stanislaus.....			
Sutter.....			
Tehama.....			
Trinity.....			
Tulare.....	8 73		
Tuolumne.....			
Yolo.....			
Yuba.....			
Totals.....	\$21 78	\$4,032 65	\$825 92

RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Total of licenses.	Tax on possessory claims.	State school lands—principal 500,000-acre grant.	State school lands—interest 500,000-acre grant.
Alameda.....	\$289 57	.....	.....	.....
Alpine.....	17 03	.....	.....	.....
Amador.....	114 81	.....	.....	.....
Butte.....	425 16	.....	.....	.....
Calaveras.....	121 27	.....	.....	\$31 68
Colusa.....	165 67	\$7 28	.....	.....
Contra Costa.....	26 20	.....	.....	.....
Del Norte.....	350 25	.....	\$616 88	323 92
El Dorado.....	199 95	.....	.....	.....
Fresno.....	.....	21 82	.....	.....
Humboldt.....	206 63	.....	1,182 25	1,413 67
Inyo.....	15 23	.....	.....	.....
Kern.....	17 47	.....	.....	.....
Klamath.....	55 54	.....	.....	.....
Lake.....	15 29	.....	.....	.....
Lassen.....	.....	7 28	.....	.....
Los Angeles.....	429 21	.....	.....	.....
Marin.....	12 13	.....	.....	.....
Mariposa.....	4 37	.....	.....	.....
Mendocino.....	63 08	14 56	5,413 32	3,553 25
Merced.....	.....	.....	.....	172 20
Mono.....	.....	.....	.....	.....
Monterey.....	.....	28 95	.....	.....
Napa.....	228 49	.....	.....	.....
Nevada.....	448 95	.....	.....	.....

Placer.....	261 41	.....	622 46	1,401 36
Plumas.....	32 62	.....	.....	.....
Sacramento.....	1,773 80	.....	1,637 32	1,226 73
San Bernardino.....	109 01	21 83	.....	.....
San Diego.....	102 50	.....	.....	.....
San Francisco.....	24,868 65	.....	4,572 27	4,262 78
San Joaquin.....	647 44	.....	.....	.....
San Luis Obispo.....	10 87	7 27	.....	.....
San Mateo.....	56 45	.....	.....	.....
Santa Barbara.....	115 36	.....	.....	.....
Santa Clara.....	794 66	7 28	.....	.....
Santa Cruz.....	32 69	.....	.....	.....
Shasta.....	22 71	.....	.....	.....
Sierra.....	236 12	.....	.....	735 69
Siskiyou.....	281 88	.....	1,153 06	158 46
Solano.....	343 82	.....	902 88	.....
Sonoma.....	512 76	.....	.....	.....
Stanislaus.....	32 72	.....	466 43	532 30
Sutter.....	16 69	.....	.....	29 98
Tehama.....	61 00	.....	.....	31 68
Trinity.....	131 81	.....	.....	.....
Tulare.....	52 39	.....	316 80	42 32
Tuolumne.....	182 83	.....	.....	.....
Yolo.....	12 65	.....	.....	.....
Yuba.....	486 51	.....	.....	95 04
Totals.....	\$34,386 65	\$116 27	\$16,883 67	\$14,011 06

RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	State school lands— principal 16th and 36th sections.	State school lands— interest 16th and 36th sections.	Seminary lands— principal.	Seminary lands— interest.
Alameda.....	\$2,729 28	809 49	.....	.....
Alpine.....	.....	.....	.....	.....
Amador.....	534 59	299 93	.....	.....
Butte.....	1,108 77	705 76	.....	.....
Calaveras.....	2,118 41	661 21	.....	.....
Colusa.....	5,856 92	1,331 86	.....	.....
Contra Costa.....	2,092 47	902 09	.....	.....
Del Norte.....	237 60	383 90	.....	.....
El Dorado.....	1,286 01	720 14	.....	.....
Fresno.....	2,138 40	2,965 69	.....	.....
Humboldt.....	572 32	655 30	.....	.....
Inyo.....	39 60	89 35	.....	.....
Kern.....	1,316 70	578 35	.....	.....
Klamath.....	.....	.....	.....	.....
Lake.....	1,810 12	416 52	.....	.....
Lassen.....	118 80	91 18	.....	.....
Los Angeles.....	558 16	394 66	.....	.....
Marin.....	.....	.....	.....	.....
Mariposa.....	689 65	324 52	.....	.....
Mendocino.....	950 40	675 90	.....	.....
Merced.....	4,019 40	1,679 46	.....	.....
Mono.....	79 20	96 38	.....	.....
Monterey.....	2,925 84	1,884 91	.....	.....
Napa.....	2,575 19	1,937 43	.....	.....
Nevada.....	980 01	480 77	.....	.....

Placer.....	2,613 60	968 13	950 40	275 41
Plumas	396 00	52 81		
Sacramento	6,438 80	5,651 38		
San Bernardino.....	693 20	2,764 82		
San Diego.....	237 60	23 76		
San Francisco.....	39 60	37 62		
San Joaquin.....	3,039 30	2,776 79		
San Luis Obispo.....	4,422 00	2,998 76		
San Mateo	6,685 47	3,776 23		
Santa Barbara.....	2,566 38	2,005 52		
Santa Clara.....	1,091 13	450 31		
Santa Cruz	477 40	1,189 00		23 76
Shasta	865 84	142 67		
Sierra		297 00		
Siskiyou	1,584 00	185 60		
Solano	4,314 95	2,443 31		
Sonoma	4,224 81	2,084 32		
Stanislaus.....	1,640 44	955 13		
Sutter.....	732 60	412 11		
Tehama	1,906 80	884 99	629 07	357 87
Trinity.....				
Tulare	2,079 00	1,467 43		
Tuolumne	19 80	1 93		
Yolo	1,052 96	1,597 46		
Yuba.....	1,169 31	294 52	316 80	313 58
	\$83,028 83	\$51,636 40	\$1,896 27	\$970 62

RECEIPTS FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

COUNTIES.	Swamp and overflowed lands.	Swamp and overflowed lands, District No. 5.	Swamp and overflowed lands, District No. 18.	Percentage on pre- miums of insurance.
Del Norte	\$12 48			
San Francisco				
San Joaquin		\$122 39		\$25,054 75
Yolo			\$1,792 99	
Totals	\$12 48	\$122 39	\$1,792 99	\$25,054 75

COUNTIES.	State stamps.	Estates of deceased persons.
Butte	\$9 70	
Klamath	9 70	
Marin		\$45 84
San Bernardino		96 15
San Francisco	36,256 72	
Santa Clara	1,678 40	
Sonoma		
Yuba		99 91
		396 20
Totals	\$37,954 52	\$638 10

RECEIPTS FOR TWENTY-THIRD FISCAL YEAR—Continued.

[I]

MISCELLANEOUS.	Amount.
Commutation tax from Commissioners of Immigration...	\$3,864 60
Costs in continuance of suits wherein the State is a party.	250 00
D. W. Potter, defaulting Assessor of Trinity County.....	563 88
Fees from Secretary of State	8,644 50
Fees from Clerk of Supreme Court	8,627 50
Fees from Insurance Commissioner.....	9,490 47
F. Bachr, State Treasurer, cancellation of coupons.....	4,359 16
Interest on bonds held in trust for School Fund.....	79,345 00
Interest on bonds held in trust for University Fund.....	4,025 00
Percentage on ballot paper	8 40
Rent of wharves and docks in San Francisco	117,026 48
Sale of property of State Reform School	1,521 34
Sale of State property.....	371 00
State stamps sold by Controller.....	129,113 97
Sale of tide lands.....	335,956 60
Sale of submerged lands.....	21,525 00
Total.....	\$724,692 90

RECAPITULATION

Of receipts for the twenty-third fiscal year.

COUNTIES.	Amount.
Alameda.....	\$107,071 72
Alpine.....	2,745 85
Amador.....	20,726 24
Butte.....	36,162 82
Calaveras	11,878 51
Colusa	40,985 10
Contra Costa.....	26,328 02
Del Norte.....	8,962 86
El Dorado.....	19,559 16
Fresno.....	28,249 52
Humboldt.....	23,452 94
Inyo.....	4,848 63
Kern	16,390 48
Klamath.....	3,707 90
Carried forward.....	\$351,069 75

[I]

RECAPITULATION—Continued.

COUNTIES.	Amount.
Brought forward.....	\$351,069 75
Lake	8,981 95
Lassen	4,708 38
Los Angeles	46,896 66
Marin.....	26,026 44
Mariposa.....	18,452 98
Mendocino.....	30,606 19
Merced	28,309 47
Mono.....	2,606 69
Monterey	30,210 01
Napa.....	36,152 30
Nevada.....	45,956 73
Placer.....	40,415 29
Plumas.....	10,290 36
Sacramento	104,810 25
San Bernardino.....	11,546 80
San Diego.....	14,452 29
San Francisco.....	927,426 70
San Joaquin.....	85,588 03
San Luis Obispo.....	19,354 67
San Mateo.....	25,754 37
Santa Barbara.....	24,315 94
Santa Clara.....	107,654 61
Santa Cruz	17,497 93
Shasta	10,298 06
Sierra.....	15,492 86
Siskiyou.....	21,687 53
Solano.....	53,846 45
Sonoma.....	71,482 11
Stanislaus	28,146 00
Sutter	20,797 20
Tehama.....	22,269 53
Trinity	5,026 81
Tulare	29,420 94
Tuolumne.....	10,316 35
Yolo	38,925 84
Yuba	36,328 80
From counties.....	\$2,383,123 27
From miscellaneous sources.....	724,692 90
Total.....	\$3,107,816 17

RECEIPTS TWENTY-FOURTH FISCAL YEAR.

[1] RECEIPTS FOR THE TWENTY-FOURTH FISCAL YEAR.

Statement showing the receipts and the several sources and counties from which they are derived.

COUNTIES.	Property tax of 1868-69.	Property tax of 1870-71.	Property tax of 1871-72.
Alameda	\$7 16
Alpine	214 35
Amador	\$42 77	104 99
Butte.....	\$7,740 02	.....	493 61
Calaveras	248 56
Colusa.....	258 23	1,103.65
Contra Costa.....	434 71
Del Norte.....
El Dorado.....
Fresno	97 43
Humboldt.....	4,338 21
Inyo.....	761 86
Kern	832 48
Klamath.....	4,861 05
Lake.....
Lassen	194 47	1,786 12
Los Angeles	587 08
Marin.....	\$722 55	642 81	17,076 13
Mariposa	2,265 20
Mendocino.....	523 11	649 43
			2,122 58

Merced.....	.....	.....	.....	114 55
Mono.....	.....	.....	.....	570 39
Monterey.....	.....	.....	.....	1,640 10
Napa.....	.....	.....	227 09	1,269 71
Nevada.....	.....	.....	.....	418 21
Placer.....	.....	.....	334 31	1,205 63
Plumas.....	.....	.....	.....	2,030 33
Sacramento.....	.....	.....	38 75	702 65
San Bernardino.....	.....	.....	96 02	7,519 01
San Diego.....	.....	.....	94 81	8,002 76
San Francisco.....	944 27	1,035 02	.....	25,044 13
San Joaquin.....	.....	.....	1,034 54	648 02
San Luis Obispo.....	.....	.....	.....	7,603 11
San Mateo.....	.....	.....	.....	1,125 27
Santa Barbara.....	.....	.....	.....	5,534 21
Santa Clara.....	.....	.....	70 52	577 67
Santa Cruz.....	.....	163 45	351 92	1,389 36
Shasta.....	.....	.....	.....	734 03
Sierra.....	.....	.....	91 00	186 96
Siskiyou.....	.....	.....	108 42	325 55
Solano.....	.....	.....	.....	2,534 72
Sonoma.....	.....	.....	1,056 96	959 76
Stanislaus.....	.....	.....	.....	1,875 17
Sutter.....	.....	.....	.....	314 80
Tehama.....	.....	.....	.....	583 34
Trinity.....	.....	.....	.....	121 96
Tulare.....	.....	.....	.....	20,523 51
Tuolumne.....	.....	48 36	100 64	877 73
Yolo.....	.....	.....	.....	653 42
Yuba.....	.....	.....	179 80	212 93
Totals.....	\$8,084 29	\$1,969 38	\$5,446 17	\$133,283 59

COUNTIES.	Property tax of 1872-3.	Total property tax.	Poll tax of 1871.	Poll tax of 1872.
Alameda.....	\$156,008 17	\$156,015 33		
Alpine.....	1,714 26	1,971 38	\$4 95	
Amador.....	11,853 65	11,958 64		
Butte.....	34,142 18	42,375 81		\$140 50
Calaveras.....	6,694 36	6,912 92		
Colusa.....	33,703 53	35,065 41	2 97	
Contra Costa.....	33,363 63	33,798 34		
Del Norte.....	2,854 60	2,854 60		
El Dorado.....	9,604 82	9,702 25		
Fresno.....	19,789 25	24,127 46		
Humboldt.....	20,864 04	21,625 90		
Inyo.....	5,823 81	6,656 29	1 98	45 52
Kern.....	8,576 67	13,437 72		
Klamath.....	2,639 24	2,639 24		
Lake.....	6,630 81	8,416 93	99 93	
Lassen.....	971 47	1,753 02	3 96	
Los Angeles.....	34,179 39	51,255 52	197 88	
Marin.....	32,489 79	36,120 35		
Mariposa.....	5,892 95	6,542 38		
Mendocino.....	21,324 99	23,970 68		
Merced.....	3,873 54	3,988 09	19 80	
Mono.....	1,640 90	2,211 29	99	
Monterey.....	47,504 78	49,144 88	86 08	
Napa.....	34,734 25	36,231 05	101 84	
Nevada.....	34,903 36	35,321 57		
Placer.....	24,178 81	25,718 75		52 44

Plumas.....	5,361 83	7,392 16	99	.....
Sacramento.....	110,170 17	110,911 57	.....	.....
San Bernardino.....	5,443 93	13,058 96	139 51	.....
San Diego.....	9,239 14	17,336 71	.....	.....
San Francisco.....	853,286 92	880,310 34	.....	.....
San Joaquin.....	88,796 10	90,478 66	.....	.....
San Luis Obispo.....	13,866 32	21,469 43	.....	.....
San Mateo.....	35,071 83	36,197 10	.....	.....
Santa Barbara.....	13,359 23	18,893 44	142 48	.....
Santa Clara.....	134,790 06	135,438 25	.....	.....
Santa Cruz.....	32,210 28	34,115 01	958 73	.....
Shasta	6,493 64	7,227 67	187 99	13 86
Sierra	8,791 57	9,069 53	1 98	.....
Siskiyou	15,630 45	16,064 42	163 26	.....
Solano	53,566 98	56,101 70	328 54	.....
Sonoma.....	86,306 05	88,322 77	28 70	.....
Stanislaus.....	29,649 85	31,525 02	8 91	.....
Sutter.....	19,066 46	19,381 26	182 05	.....
Tehama	214 70	798 04	4 95	.....
Trinity.....	2,887 77	3,009 73	64 31	.....
Tulare.....	12,227 65	32,751 16	306 72	.....
Tuolumne.....	5,912 69	6,939 42	.....	.....
Yolo.....	39,753 29	40,406 71	27 72	.....
Yuba	23,473 43	23,866 16	.....	.....
Totals	\$2,201,527 59	\$2,350,911 02	\$3,067 22	\$252 32

RECEIPTS FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

COUNTIES.	Total poll tax.	State school lands— 500,000-acre grant, principal.	State school lands— 500,000-acre grant, interest.	State school lands— 16th and 36th sec- tions, principal.
Alameda				\$1,340 86
Alpine	\$4 91			455 40
Amador			\$31 68	1,948 56
Butte	140 50		31 36	1,424 50
Calaveras				8,273 34
Colusa	2 97			1,113 04
Contra Costa		\$316 80	134 19	168 30
Del Norte				1,277 10
El Dorado			217 65	10,459 45
Fresno			1,333 15	1,444 03
Humboldt		770 95	35 37	356 40
Inyo	1 98	396 37		14,934 00
Kern	45 52	2,480 88		2,039 83
Lake	99 93			2,197 80
Lassen	3 96			8,524 38
Los Angeles	197 88			5 80
Marin				1,079 10
Mariposa				10,653 61
Mendocino	19 80		239 68	7,843 60
Merced		2,514 86		158 40
Mono	99			9,239 57
Monterey	86 08			5,108 00
Napa	101 84			663 30
Nevada				

Placer.....	52 44	1,267 20	717 66	4,277 04
Plumas.....	99			1,584 00
Sacramento		1,742 40	1,177 94	315 20
San Bernardino.....	139 51			3,946 14
San Diego.....		5,196 21	6,050 20	1,194 84
San Joaquin.....				722 70
San Luis Obispo.....				6,329 03
San Mateo.....				5,362 65
Santa Barbara.....	142 48			1,171 92
Santa Clara.....	958 73			585 38
Santa Cruz.....	201 85			1,516 30
Shasta	1 98			1,227 60
Sierra	163 26	950 40	724 32	1,832 85
Siskiyou.....	328 54	443 52	126 75	5,643 89
Solano	28 70	544 50		10,305 97
Sonoma	8 91	1,584 00	1,278 33	4,727 37
Stanislaus.....	182 05	280 97	91 33	1,615 68
Sutter.....	4 95			2,265 63
Tehama.....	64 31			
Trinity	306 72		197 46	5,746 40
Tulare.....				920 70
Tuolumne.....				2,680 81
Yolo	27 72	295 68	31 68	257 40
Yuba.....				
Totals	\$3,319 54	\$18,784 74	\$12,418 75	\$154,937 87

RECEIPTS FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

COUNTIES.	State school lands—16th and 36th sections—in- terest.	Seminary lands—prin- cipal.	Seminary lands—inter- est.	Tax on possessory claims.
Alameda.....	\$862 74	.....	.....	.....
Alpine.....	367 25	.....	.....	\$43 65
Amador.....	1,237 56	.....	.....	.....
Butte.....	626 20	.....	.....	.....
Calaveras.....	2,193 06	.....	.....	.....
Colusa.....	744 15	.....	.....	7 29
Contra Costa.....	126 53	.....	.....	.....
Del Norte.....	880 47	.....	.....	.....
El Dorado.....	7,270 28	.....	.....	.....
Fresno.....	885 96	.....	.....	14 70
Humboldt.....	166 50	.....	.....	.....
Inyo.....	7,012 86	.....	.....	7 28
Kern.....	95 04	.....	.....	.....
Klamath.....	525 40	.....	.....	.....
Lake.....	604 57	.....	.....	.....
Lassen.....	5,035 84	.....	.....	.....
Los Angeles.....	523 74	.....	.....	.....
Mariposa.....	4,322 70	.....	.....	.....
Mendocino.....	3,118 97	.....	.....	7 28
Merced.....	189 55	\$1,584 00	.....	.....
Mono.....	2,820 41	.....	.....	.....
Monterey.....	1,716 12	.....	.....	.....
Napa.....	416 60	.....	.....	.....
Nevada.....	978 33	.....	.....	.....
Placer.....	.....	.....	.....	.....

Plumas.....	80 03				
Sacramento....	1,398 41				
San Bernardino.....	1,991 84				
San Diego.....	128 00			\$20 17	
San Joaquin.....	1,781 48				
San Luis Obispo.....	4,673 79				21 83
San Mateo.....	4,137 45				
Santa Barbara.....	4,585 43				
Santa Clara.....	389 72				
Santa Cruz.....	2,279 73				
Shasta.....	764 46		237 60	2 18	
Sierra.....	217 80				
Siskiyou.....	644 26				
Solano.....	2,022 89		106 82		
Sonoma.....	1,717 13				
Stanislaus.....	4,290 91				
Sutter.....	518 46				
Tehama.....	2,117 65		316 80	95 04	
Tulare.....	8,148 25				7 28
Tuolumne.....	180 60				
Yolo.....	2,489 84				
Yuba.....	423 02				
Totals.....	\$87,701 98	\$2,300 75		\$117 39	\$109 31

[I] RECEIPTS FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

COUNTIES.	Public building lands, principal.	Public building lands, interest.	Swamp and overflowed lands, District No. 5.	Swamp and over- flowed lands, Dis- trict No. 18.
Fresno	\$594 00	.....	.....	.....
Kern.....,	.....	\$94 08	.....	.....
San Joaquin .....	.....	.....	\$397 81	.....
Solano	158 40	50 81	.....	\$9,114 70
Stanislaus.....	74 94	30 05	.....	.....
Yolo.....	.....	.....	.....	8,264 37
Totals.....	\$827 34	\$174 94	\$397 81	\$17,379 07

COUNTIES.	Merchants' licenses.	Bankers' licenses.	Brokers' licenses.	Auctioneers' licenses.
Alpino
Butte	\$58 93	.....	\$1 31	\$13 10
Lassen	24 45	.....
Los Angeles	\$117 45	.....	.....
Marin	6 53	.....
Napa	39 15	.....	.....
Plumas	32 63	.....
Sacramento
San Bernardino	13 10	.....
San Diego	6 55	.....	.....	.....
San Luis Obispo	19 58	.....	.....
Santa Barbara	13 05	4 35
Sierra	46 98	.....
Siskiyou	39 16	19 58	.....
Sonoma	176 18	67 86	13 05
Stanislaus	4 35
Trinity	15 66	.....
Totals	\$65 48	\$391 52	\$241 15	\$34 85

[I] RECEIPTS FOR THE TWENTY-FOURTH FISCAL YEAR--Continued.

COUNTIES.	Circus licenses.	Bowling alley licenses.	Billiard licenses.	Theater licenses.
Alpine .....	.....	.....	\$6 55	.....
Butte .....	.....	.....	21 83	.....
Colusa .....	.....	.....	4 35	.....
Inyo .....	.....	.....	63 08	.....
Kern .....	.....	.....	6 55	.....
Lake .....	.....	.....	2 19	.....
Lassen	\$4 36	.....	.....	2 19
Los Angeles	26 10	\$15 23	91 35	28 28
Mariposa .....	.....	.....	13 10	.....
Napa .....	.....	.....	13 05	.....
Placer .....	.....	.....	4 35	.....
Sacramento .....	.....	.....	2 19	15 28
San Bernardino .....	.....	.....	10 92	10 92
San Diego	4 37	.....	8 73	.....
San Luis Obispo .....	.....	.....	23 93	.....
San Mateo .....	.....	.....	26 10	.....
Santa Barbara .....	.....	.....	26 10	.....
Santa Cruz .....	.....	.....	34 92	.....
Shasta	\$8 73	.....	2 19	\$4 37
Sierra .....	.....	.....	15 33	.....
Siskiyou .....	.....	.....	15 23	.....
Sonoma .....	.....	.....	26 10	2 18
Sutter .....	.....	.....	2 43	.....
Tahama	4 38	.....	8 73	.....

Trinity.....	.....	.....	.....	.....
Tulare.....	.....	.....	.....	.....
Totals.....	.....	.....	.....	.....
	\$47 94	\$15 23	\$440 20	\$63 22

[I]

RECAPITULATION

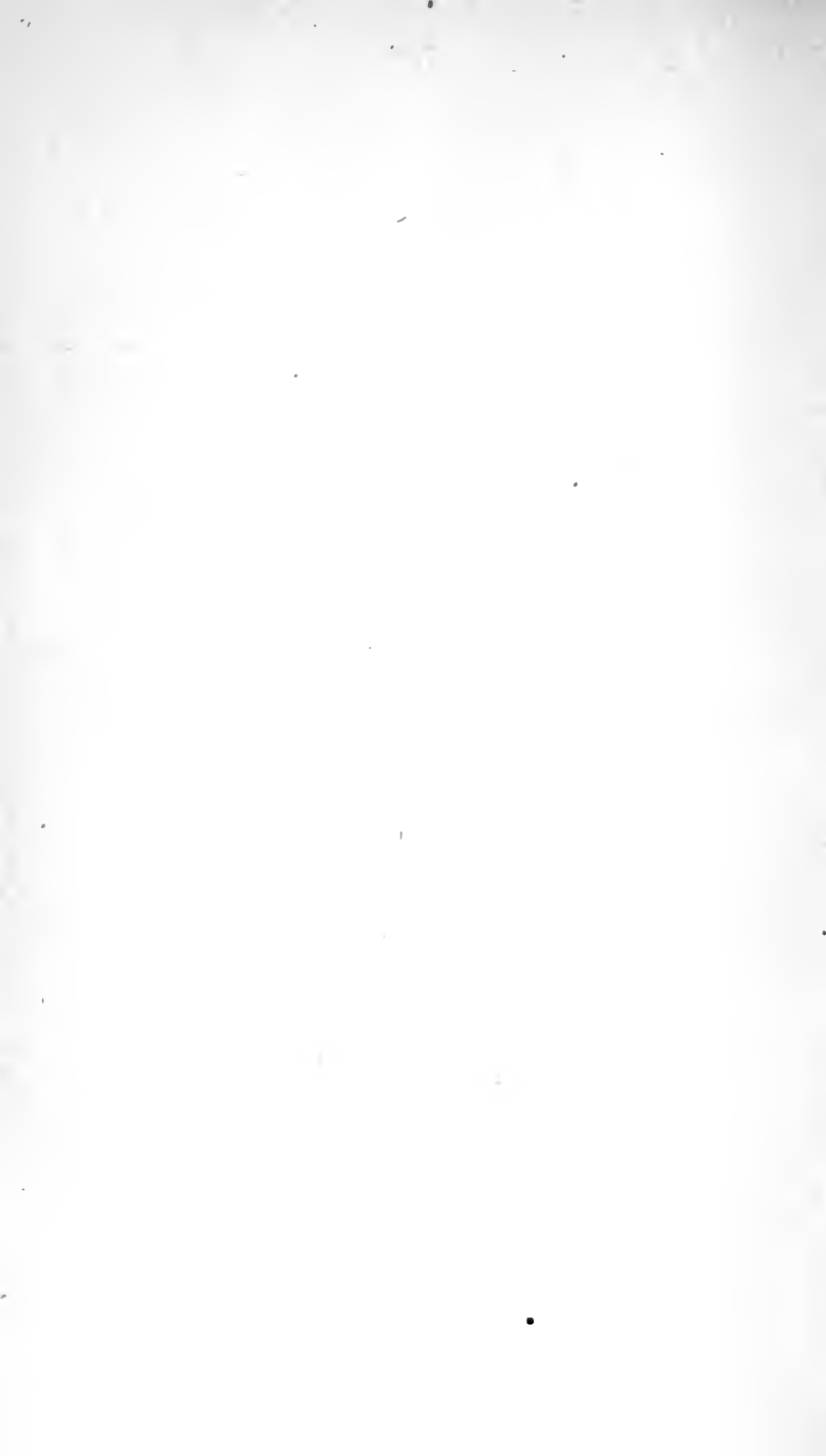
Of receipts for the twenty-fourth fiscal year.

COUNTIES.	Amount.
Alameda.....	\$158,218 93
Alpine.....	2,027 84
Amador	12,781 29
Butte	45,878 61
Calaveras.....	10,336 42
Colusa	45,546 42
Contra Costa.....	35,655 53
Del Norte.....	3,600 42
El Dorado.....	11,859 82
Fresno.....	42,683 54
Humboldt.....	26,059 99
Inyo.....	7,683 27
Kern.....	38,011 61
Klamath	2,743 98
Lake	11,084 28
Lassen.....	4,565 90
Los Angeles.....	65,292 03
Marin.....	36,132 68
Mariposa.....	8,158 32
Mendocino	38,978 42
Merced	19,290 19
Mono	2,645 32
Monterey	61,306 70
Napa	43,107 37
Nevada	36,401 47
Placer	33,015 77
Plumas	9,089 81
Sacramento	115,638 69
San Bernardino.....	19,175 76
San Diego.....	18,674 83
San Francisco.....	915,605 05
San Joaquin.....	104,627 06
San Luis Obispo.....	32,537 59
San Mateo.....	45,723 30
Santa Barbara.....	24,836 77
Santa Clara.....	137,460 95
Santa Cruz.....	38,904 69
Shasta	9,676 65
Sierra.....	9,351 62
Siskiyou.....	20,453 48
Solano	74,098 02
Sonoma	101,204 44
Stanislaus.....	43,523 88
Carried forward	\$2,523,648 71

RECAPITULATION—Continued.

[I]

COUNTIES.	Amount.
Brought forward.....	\$2,523,648 71
Sutter	22,072 18
Tehama.....	5,611 22
Trinity	3,096 23
Tulare	47,161 64
Tuolumne	8,040 72
Yolo.....	53,869 45
Yuba	24,873 94
From counties.....	\$2,688,374 09
From miscellaneous sources.....	1,104,241 90
Total.....	\$3,792,615 99



Expenditures for the Twenty-Third Fiscal Year.

[II] EXPENDITURES FOR THE TWENTY-THIRD FISCAL YEAR.

Statement showing the amount of each appropriation, the amount expended, the amount unexpended, and the total expended during the twenty-third fiscal year.

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
	<i>Legislative Department.</i>				
April 4, 1870 ...	Per diem and mileage of Lieutenant Governor and Senators.....	.....	\$51,999 05	.....	.....
April 4, 1870 ...	Pay of officers and Clerks of Senate.....	\$14,000 00	12,070 00	.....	.....
April 4, 1870 ...	Contingent expenses of Senate.....	5,000 00	5,000 00	.....	.....
Jan. 20, 1872....	Contingent expenses of Senate, deficiency.....	15,000 00	15,000 00	.....	.....
March 9, 1872....	Contingent expenses of Senate, deficiency.....	15,000 00	15,000 00	.....	.....
April 1, 1872....	Contingent expenses of Senate, deficiency.....	7,000 00	5,042 96	\$1,957 04	.....
Jan. 20, 1872....	Contingent expenses of Senate, eighteenth session.....	3,636 50	3,636 50	.....	.....
April 4, 1870 ...	Per diem and mileage of Assemblymen.....	102,000 00	100,994 80	1,005 20	.....
Dec. 19, 1871 ...	Pay of officers and Clerks of the Assembly.....	12,000 00	12,000 00	.....	.....
April 1, 1872 ...	Pay of officers and Clerks of the Assembly.....	2,000 00	848 00	1,152 00	.....
April 4, 1870 ...	Contingent expenses of the Assembly.....	7,000 00	7,000 00	.....	.....
Jan. 20, 1872....	Contingent expenses of the Assembly.....	20,000 00	20,000 00	.....	.....

March 9, 1872...	29,000 00	26,014 07	2,985 93
Jan. 20, 1872...	2,497 30	2,452 70	44 60
Contingent expenses of the Assembly.....			
Contingent expenses of the Assembly, eighteenth session.....			
Total for Legislative Department.....			\$277,058 08
<i>Judicial Department.</i>			
Salaries of Justices of the Supreme Court.....	\$30,000 00	\$29,950 00	\$50 00
Salaries of District Judges	75,000 00	71,968 79	3,031 21
Salary of Clerk of Supreme Court.....	4,000 00	4,000 00	
Salary of Deputy Clerk of Supreme Court.....	1,800 00	1,800 00	
Salary of Reporter of Supreme Court.....	4,000 00	4,000 00	
Salary of Secretary of Supreme Court.....	3,000 00	3,000 00	
Salary of Bailiff and Porter	1,200 00	1,200 00	
Pay of Porter to Clerk of Supreme Court.....	240 00	240 00	
Postage, expressage, and contingents for Justices of Supreme Court.....	500 00	500 00	
Postage and expresseage for Clerk of Supreme Court.....	120 00	120 00	
Support of Supreme Court Library.....	555 00	555 00	
One volume of Supreme Court Reports.....	2,000 00	2,000 00	
Total for Judicial Department.....			\$119,333 79
<i>Executive Department.</i>			
Salary of Governor.....	\$7,000 00	\$7,000 00	
Salary of Private Secretary.....	2,400 00	2,400 00	
Salary of Executive Clerk.....	1,800 00	1,800 00	
Salary of Executive Clerk, deficiency	100 00	100 00	
Amount carried forward.....			\$396,391 87

EXPENDITURES FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 4, 1870 ...	Amount brought forward.....	.....	.....	.....	\$396,391 87
April 1, 1872 ...	Pay of Porter.....	\$600 00	\$600 00	.....	.....
April 4, 1870 ...	Pay of Porter, deficiency.....	50 00	50 00	.....	.....
April 4, 1870 ...	Special contingents (secret service).....	2,500 00	1,795 00	\$705 00	.....
April 4, 1870 ...	Postage, expressage, and telegraphing.....	500 00	410 46	89 54	.....
	Total for Governor's office .....	.....	.....	.....	\$14,155 46
April 4, 1870 ...	Salary of Secretary of State.....	\$4,000 00	\$4,000 00	.....	.....
April 4, 1870 ...	Salary of Deputy	2,400 00	2,400 00	.....	.....
April 4, 1870 ...	Salary of Clerks.....	6,000 00	6,000 00	.....	.....
April 1, 1872 ...	Salaries of Clerks, deficiency.....	1,200 00	899 99	300 01	.....
April 4, 1870 ...	Pay of Porter.....	300 00	299 99	01	.....
April 4, 1870 ...	Postage, expressage, and transportation.....	1,400 00	1,037 46	362 54	.....
April 4, 1870 ...	Contingent expenses	150 00	150 00	.....	.....
March 5, 1872 ..	Copying and indexing laws, nineteenth session..	450 00	450 00	.....	.....
	Total for Secretary of State's office.....	.....	.....	.....	\$15,237 44
April 4, 1870 ...	Salary of Controller.....	\$4,000 00	\$4,000 00	.....	.....
April 4, 1870 ...	Salary of Deputy.....	1,800 00	1,800 00	.....	.....
April 4, 1870 ...	Salaries of Clerks	8,900 00	8,900 00	.....	.....
April 1, 1872 ...	Salary of Clerks, deficiency.....	400 00	400 00	.....	.....
April 4, 1870 ...	Salary of Tide Land Clerk.....	1,800 00	1,800 00	.....	.....
April 4, 1870 ...	Pay of Porter.....	300 00	300 00	.....	.....

April 4, 1870 ...	Postage and expressage	1,000 00	953 07	46 93
April 4, 1870 ...	Prosecution of delinquents.....	500 00	.....	500 00
April 4, 1870 ...	Contingent expenses.....	150 00	150 00	.....
	Total for Controller's office.....	.....	.....	\$18,303 07
April 4, 1870 ...	Salary of State Treasurer.....	\$4,000 00	\$4,000 00	.....
April 4, 1870 ...	Salaries of Clerks.....	3,600 00	3,600 00	.....
April 1, 1872 ...	Salaries of Clerks, deficiency	100 00	100 00	.....
April 4, 1870 ...	Salaries of Watchmen.....	2,400 00	2,400 00	.....
April 4, 1870 ...	Pay of Porter.....	300 00	300 00	.....
April 4, 1870 ...	Postage and contingent expenses.....	300 00	300 00	.....
April 4, 1870 ...	Pasting and canceling coupons.....	500 00	500 00	.....
	Total for State Treasurer's office.....	.....	.....	\$11,200 00
April 4, 1870 ...	Salary of Attorney General.....	\$4,000 00	\$4,000 00	.....
April 4, 1870 ...	Salary of Clerk.....	1,800 00	1,800 00	.....
April 4, 1870 ...	Pay of Porter.....	200 00	200 00	.....
April 4, 1870 ...	Costs and expenses of suits wherein the State is a party.....	4,000 00	2,890 80	\$1,109 20
April 4, 1870 ...	Postage and contingent expenses.....	150 00	150 00	.....
	Total for Attorney General's office.....	.....	.....	\$9,040 80
April 4, 1870 ...	Salary of Surveyor General.....	\$2,000 00	\$2,000 00	.....
April 4, 1870 ...	Salaries of Clerks.....	.....	3,600 00	.....
April 1, 1872 ...	Salaries of Clerks, deficiency.....	100 00	100 00	.....
April 4, 1870 ...	Pay of Porter.....	300 00	300 00	.....
April 4, 1870 ...	Postage and expressage.....	250 00	250 00	.....
	Amount carried forward.....	.....	.....	\$464,328 64

EXPENDITURES FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

[II]

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 4, 1870 ...	Amount brought forward.....	.....	.....	.....	\$464,328 64
April 4, 1870 ...	Binding books and contingent expenses.....	\$100 00	\$38 00	\$62 00	
April 4, 1870 ...	Purchase of maps.....	300 00	300 00	.....
April 4, 1870 ...	Copying maps.....	150 00	.....	150 00	
	Total for Surveyor General's office.....	.....	.....	.....	\$6,588 00
April 4, 1870 ...	Salary of Register of Land Office.....	\$2,000 00	\$2,000 00	.....
April 4, 1870 ...	Salaries of Clerks.....	3,600 00	3,600 00	.....
April 4, 1870 ...	Postage and expressage.....	250 00	250 00	.....
April 4, 1870 ...	Binding books and contingent expenses.....	100 00	100 00	.....
April 4, 1870 ...	Binding books and contingent expenses, twenty-second fiscal year.....	69 00	69 00	.....
	Total for Register of Land Office.....	.....	.....	.....	\$6,019 00
April 4, 1870 ...	Salary of Superintendent of Public Instruction	\$3,000 00	\$3,000 00	.....
April 4, 1870 ...	Salary of Clerk.....	1,800 00	1,800 00	.....
April 1, 1872 ...	Salary of Clerk, deficiency.....	250 00	250 00	.....
April 4, 1870 ...	Postage and expressage.....	800 00	800 00	.....
April 4, 1870 ...	Contingent expenses.....	192 94	192 94	.....
April 4, 1870 ...	Stationery, lights, and fuel.....	200 00	200 00	.....
March 30, 1872.	Stationery, lights, and fuel, deficiency.....	265 00	265 00	.....
April 4, 1870 ...	Rent of office.....	600 00	600 00	.....
April 4, 1870 ...	Rent of office, twenty-second fiscal year.....	50 00	50 00	.....

April 4, 1870 ...	1,000 00	992 80	7 20	\$8,151 49
Traveling expenses.....	.....	.....	.....
Total for office of Sup't Public Instruction..				
March 26, 1870. Salary of Insurance Commissioner.....	\$3,000 00	\$3,000 00	.....
March 26, 1870. Salary of Clerk	1,800 00	1,800 00	.....
March 26, 1870. Rent of office, furniture, and contingent ex- penses.....	4,761 72	4,761 72	.....
Total for office Insurance Commissioner.....	.....	.....	.....	\$9,561 72
April 4, 1870 ... Salary of Secretary State Board of Health.....	\$2,500 00	\$2,500 00	.....
April 4, 1870 ... Mileage and contingent expenses State Board of Health	1,500 00	1,425 00	\$75 00	
Total for State Board of Health .....	.....	.....	.....	\$3,925 00
April 4, 1870 ... Salary of State Board of Equalization.....	\$6,000 00	\$6,000 00	.....
March 16, 1870. Salary of State Board of Equalization.....	700 00	700 00	.....
April 4, 1870 ... Salary of Clerk	2,400 00	2,400 00	.....
April 1, 1872 ... Pay of Porter, postage, and contingent ex- penses	400 00	400 00	.....
April 4, 1870 ... Traveling and contingent expenses.....	1,000 00	967 75	\$32 25	
Total for State Board of Equalization.....	.....	.....	.....	\$10,467 75
March 30, 1868. Salaries of Tide Land Commissioners	\$7,500 00	\$7,500 00	.....
April 1, 1870 ... Salary of Secretary.....	2,400 00	2,400 00	.....
March 30, 1868. Expense of survey and sale of tide lands.....	63,264 97	63,264 97	.....
Total for tide lands.....	.....	.....	.....	\$73,164 97
Amount carried forward.....	.....	.....	.....	\$582,206 57

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 4, 1870 ...	Amount brought forward.....	.....	.....	.....	\$582,206 57
April 4, 1870 ...	Salary of Clerk to State Board of Examiners...	\$600 00	\$600 00	.....
April 1, 1872 ...	Salary of Printing Expert.....	600 00	600 00	.....
	Salary of Printing Expert, deficiency.....	600 00	400 00	\$200 00	
	Total for State Board of Examiners.....	.....	.....	.....	\$1,600 00
April 4, 1870 ...	Salaries of Revision Commissioners.....	\$11,500 00	\$11,500 00	.....
April 1, 1872 ...	Salaries of Revision Commissioners, deficiency..	4,500 00	4,500 00	.....
April 4, 1870 ...	Salary of Secretary.....	1,800 00	1,800 00	.....
April 1, 1872 ...	Salary of Secretary, deficiency.....	600 00	600 00	.....
April 1, 1872 ...	Salary of Clerk.....	950 00	950 00	.....
Jan. 10, 1872 ...	Salary of Advisory Committee.....	4,000 00	4,000 00	.....
March 5, 1872 ..	Contingent expenses.....	6,525 56	6,525 56	.....
	Total for Revision of Laws.....	.....	.....	.....	\$29,875 56
April 4, 1870 ...	Salaries and commissions of Stamp Inspectors..	\$6,000 00	\$4,987 08	.....
April 4, 1870 ...	Salary of Clerk to Stamp Commissioners.....	600 00	370 00	.....
April 4, 1870 ...	Purchase of seals, etc.....	669 25	403 50	.....
April 4, 1870 ...	Contingent expenses.....	300 00	300 00	.....
April 4, 1870 ...	Contingent expenses (balance twentieth and twenty-first fiscal years)	1,855 20	1,236 80	.....
	Total for Stamp Inspector's office.....	.....	.....	.....	\$7,297 38

April 4, 1870 ...	Salary of State Librarian.....	2,500 00	2,500 00	.....	.....
April 1, 1872 ...	Salary of State Librarian.....	83 33	83 33	.....	.....
April 4, 1870 ...	Salary of Deputy	1,800 00	1,800 00	.....	.....
March 25, 1870.	Salary of additional Deputy.....	1,800 00	1,800 00	.....	.....
April 4, 1870 ...	Pay of Porter.....	600 00	600 00	.....	.....
April 4, 1870 ...	Postage, expressage, and contingents.....	400 00	132 76	.....	\$267 24
April 1, 1872 ...	Purchase of cabinet of minerals.....	13,000 00	13,000 00	.....	.....
March 17, 1861.	Support of State Library	5,505 66	5,505 66	.....	.....
March 30, 1872.	Printing and binding catalogues.....	6,958 43	6,958 43	.....	.....
	Total for State Library.....	.....	.....	.....	\$32,380 18
April 4, 1870 ...	Relief of John A. Sutter.....	\$3,000 00	\$3,000 00	.....	.....
Feb. 8, 1872	Relief of John F. Burns.....	4,734 82	4,734 82	.....	.....
Feb. 28, 1872 ...	Relief of Henry Kohn	5,565 65	5,565 65	.....	.....
Feb. 29, 1872 ...	Relief of widow of Royal T. Sprague.....	5,000 00	5,000 00	.....	.....
Feb. 13, 1872 ...	Relief of Isidor Wormser.....	300 00	300 00	.....	.....
March 16, 1872 ...	Relief of W. S. Brown.....	1,000 00	1,000 00	.....	.....
March 20, 1872 ...	Relief of H. N. Morse.....	2,000 00	2,000 00	.....	.....
Feb. 1, 1872	Relief of James T. Ryan	2,000 00	2,000 00	.....	.....
March 30, 1872.	Relief of John Johnson	120 00	120 00	.....	.....
March 30, 1872.	Relief of Mrs. Eliza McLean.....	1,755 91	1,755 91	.....	.....
March 23, 1872.	Relief of J. N. Walker.....	266 25	266 25	.....	.....
Feb. 2, 1872	Relief of James W. Marshall.....	1,000 00	1,000 00	.....	.....
March 20, 1872.	Relief of James T. Boyd	251 50	251 50	.....	.....
	Total for relief.....	.....	.....	.....	\$26,994 13
April 4, 1870 ...	Ladies' Protection and Relief Society of San Francisco	\$6,000 00	\$6,000 00	.....	.....
April 4, 1870 ...	California Prison Commission.....	1,000 00	1,000 00	.....	.....
	Amount carried forward.....	.....	.....	.....	\$680,353 82

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
	Amount brought forward.....	.....	.....	.....	\$680,353 82
April 4, 1870 ...	Episcopal Church Home Association.....	\$1,000 00	\$1,000 00	.....	.....
April 4, 1870 ...	Magdalen Asylum of San Francisco.....	4,000 00	4,000 00	.....	.....
April 4, 1870 ...	Roman Catholic Female Orphan Asylum of San Francisco.....	1,250 00	1,250 00	.....	.....
April 4, 1870 ...	Howard Benevolent Association of Sacramento..	2,500 00	2,500 00	.....	.....
April 4, 1870 ...	Marysville Benevolent Association.....	500 00	500 00	.....	.....
April 4, 1870 ...	San Francisco Female Hospital of the State of California.....	5,000 00	5,000 00	.....	.....
April 4, 1870 ...	Home for the Care of the Inebriate of San Francisco.....	1,000 00	1,000 00	.....	.....
April 4, 1870 ...	Stockton Ladies' Benevolent Association.....	500 00	500 00	.....	.....
April 4, 1870 ...	San Francisco Lying-in and Foundling Hospital.....	500 00	500 00	.....	.....
April 4, 1870 ...	California State Women's Hospital.....	2,500 00	2,500 00	.....	.....
April 4, 1870 ...	Protestant Orphan Asylum of Sacramento.....	750 00	750 00	.....	.....
April 4, 1870 ...	St. Joseph School of Sacramento.....	750 00	750 00	.....	.....
April 4, 1870 ...	Protestant Orphan Asylum of San Francisco...	4,000 00	4,000 00	.....	.....
April 4, 1870 ...	Sisters of Mercy Hospital of Los Angeles.....	500 00	.....	\$500 00	.....
April 4, 1870 ...	Boys' Orphan Asylum of San Rafael.....	1,250 00	1,250 00	.....	.....
March 28, 1870.	Support of inmates of orphan asylums.....	26,356 10	26,356 10	.....	.....
	Total for charitable institutions.....	.....	.....	.....	\$58,856 10
April 4, 1870 ...	Aid to Mechanics' Institute.....	\$1,500 00	\$1,500 00	.....	.....

April 4, 1870 ...	Aid to State Agricultural Society.....	\$8,000 00	\$8,000 00	.....
	Total for aid to societies.....	.....	.....	.....	\$9,500 00
April 1, 1870 ...	Support of California Labor and Employment Exchange.....	\$4,500 00	\$4,500 00	.....
	Amount carried forward.....	.....	.....	.....	\$4,500 00
					<u>\$753,209 92</u>

EXPENDITURES FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

—	COUNTIES.	—	Amount expended.	—	Total expended.
	Amount brought forward.....				\$753,209 92
	Alameda		\$18,691 23		
	Alpine		445 26		
	Amador.....		6,419 78		
	Butte.....		8,282 56		
	Calaveras		7,299 10		
	Colusa.....		4,968 66		
	Contra Costa.....		8,386 45		
	Del Norte.....		963 98		
	El Dorado.....		7,667 97		
	Fresno.....		2,631 74		
	Humboldt.....		5,557 89		
	Inyo.....		272 16		
	Kern.....		1,335 78		
	Klamath		774 93		
	Lake		3,065 10		
	Lassen		477 12		
	Los Angeles.....		16,493 29		
	Marin		1,489 60		
	Mariposa.....		2,939 10		
	Mendocino.....		7,670 78		
	Merced.....		2,863 22		
	Mono.....		228 06		
	Monterey.....		10,445 57		
	Napa.....		6,040 50		
	Nevada.....		13,284 77		

Placer	7,174 83	.....	.....
Plumas.....	2,099 60	.....	.....
Sacramento.....	18,318 22	.....	.....
San Bernardino.....	5,201 73	.....	.....
San Diego.....	4,695 94	.....	.....
San Francisco	95,245 02	.....	.....
San Joaquin.....	16,449 10	.....	.....
San Luis Obispo	4,615 50	.....	.....
San Mateo.....	5,974 12	.....	.....
Santa Barbara.....	7,699 74	.....	.....
Santa Clara.....	21,148 90	.....	.....
Santa Cruz.....	8,856 46	.....	.....
Shasta.....	3,858 57	.....	.....
Sierra.....	3,619 62	.....	.....
Siskiyou	1,789 76	.....	.....
Solano	12,966 46	.....	.....
Sonoma	19,957 06	.....	.....
Stanislaus.....	5,690 64	.....	.....
Sutter	7,096 05	.....	.....
Tehama	965 44	.....	.....
Trinity.....	2,560 49	.....	.....
Tulare	4,713 24	.....	.....
Tuolumne	6,146 81	.....	.....
Yolo	6,952 61	.....	.....
Yuba	7,566 83	.....	.....
California Teacher.....	4,200 00	.....	.....
Total for support of schools.....		.....	\$424,257 34
Amount carried forward.....		.....	\$1,177,467 26

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
March 26, 1872.	Amount brought forward.....				\$1,177,467 26
April 4, 1870...	Support of State University.....	\$7,641 87	\$7,641 87		7,641 87
April 4, 1870...	Support of State Normal School.....	12,000 00	12,000 00		
April 4, 1870...	Support of State Normal School—twenty-second year.....	115 03	115 03		
April 4, 1870...	Books for State Normal School.....	500 00	136 95	363 05	
April 4, 1870...	Books for State Normal School—twenty-second year.....	500 00	500 00		
	Total for State Normal School.....				12,751 98
April 4, 1870...	Support of State Prison.....	\$75,000 00	\$75,000 00		
March 15, 1872.	Support of State Prison, deficiency.....	40,000 00	40,000 00		
April 4, 1870...	Transportation of prisoners.....	20,000 00	19,934 50	65 50	
April 4, 1870...	Contingent expenses, expressage, and postage, for Lieutenant Governor, as Resident Director.....	200 00	100 00	100 00	
	Total for State Prison.....				135,034 50
April 4, 1870...	Support of State Insane Asylum.....	\$150,000 00	\$150,000 00		
Feb. 8, 1872....	Support of State Insane Asylum, deficiency.....	70,000 00	70,000 00		
April 4, 1870...	Salary of Commissioner to visit Eastern Insane Asylums.....	2,053 33	2,053 33		
	Total for Insane Asylum.....				222,053 33

April 4, 1870...	Education and care of indigent Deaf, Dumb, and Blind.....	\$30,000 00	\$30,000 00	.....	\$51,919 06
Jan. 25, 1872....	Education and care of indigent Deaf, Dumb, and Blind, deficiency.....	27,000 00	21,919 06	\$5,080 94	
	Total for Deaf, Dumb, and Blind.....	.....	.....	.....
April 4, 1870...	Support of Industrial School.....	\$5,000 00	\$3,750 00	\$1,250 00	
April 4, 1870...	Support of Industrial School—twenty-second year	1,250 00	1,250 00	.....
	Total for Industrial School.....	.....	.....	.....	\$5,000 00
April 4, 1870...	Printing, paper, and official advertisements.....	\$45,000 00	\$45,000 00	.....
Dec. 21, 1871....	Printing, paper, and official advertisements, deficiency	57,545 19	57,545 19	.....
Feb. 1, 1872.....	Printing, paper, and official advertisements, deficiency	15,000 00	15,000 00	.....
March 23, 1872..	Printing, paper, and official advertisements, deficiency	20,000 00	15,485 93	\$4,514 07	
	Total for State Printing.....	.....	.....	.....	\$133,031 12
March 28, 1868..	Annulment of certificates of purchase of State lands	\$1,674 40	\$1,674 40	.....
April 4, 1870....	Restitution of money for land not the property of the State.....	6,614 21	6,614 21	.....
March 24, 1864..	Reclamation of Swamp Land District No. 18...	1,500 14	1,500 14	.....
April 1, 1870....	Payment for procuring lands listed to the State by the United States.....	15,237 55	15,237 55	.....
	Amount carried forward.....	.....	.....	.....	\$1,744,899 12

[II] EXPENDITURES FOR THE TWENTY-THIRD FISCAL YEAR—Continued.

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
March 28, 1868.	Amount brought forward.....	.....	.....	.....	\$1,744,899 12
March 28, 1868.	Traveling expenses of the Surveyor General and Attorney General.....	\$500 00	.....	\$500 00	
	Traveling expenses of United States Surveyor General	1,000 00	\$651 15	348 85	
	Total for lands .....	.....	.....	.....	\$25,677 45
April 4, 1870.	Construction of State Capitol.....	.....	\$397,966 52	.....
April 4, 1870.	Construction of State Capitol and Governor's Mansion, Special Fund	\$12,191 77	11,906 85	\$284 92	
March 28, 1872.	Incidental expenses of State Capitol and Governor's Mansion.....	56,000 00	36,992 92	19,007 08	
Feb. 7, 1870.	Furniture, carpets, etc., for State Capitol.....	219 58	219 85	.....
Feb. 13, 1872	Furniture, carpets, etc., for State Capitol, deficiency.....	5,948 68	5,948 68	.....
	Total for State Capitol and Governor's Mansion .....	.....	.....	.....	\$453,034 55
March 30, 1868.	Erection of additional buildings for State Prison	\$69,781 97	\$69,781 97	.....	69,781 97
April 2, 1866.	Erection of additional buildings for State Insane Asylum.....	103 38	103 38	.....	103 38

April 4, 1872...	2,720 25	2,720 25	2,720 25	2,720 25
March 30, 1863.				
Construction of State Normal School Building...				
Improvement of wharves and docks in San Francisco				
April 2, 1870...		53,944 40	53,944 40	53,944 40
April 28, 1857..		65,500 00	65,500 00	65,500 00
April 30, 1860..		168,464 21	168,464 21	
Redemption of Civil Bonds of 1857.....		4,078 92	4,078 92	
Redemption of Civil Bonds of 1860.....				
Total for redemption of Bonds.....				\$172,543 13
Interest on Civil Bonds of 1857.....		\$139,749 16	\$139,749 16	
Interest on Civil Bonds of 1860.....		8,645 00	8,645 00	
Interest on Soldiers' Bounty Bonds.....		42,350 00	42,350 00	
Interest on Soldiers' Relief Bonds.....		24,465 00	24,465 00	
Interest on State Capital Bonds.....		17,500 00	17,500 00	
Payment of canceled Coupons		840 00	840 00	
Payment of lost Coupons.....		245 00	245 00	
Total for interest on Bonds.....				\$233,794 16
Interest on Pacific Railroad Bonds.....		\$105,000 00	\$105,000 00	\$105,000 00
<i>Miscellaneous.</i>				
Continuance of Geological Survey.....		24,000 00	24,000 00	
Expense of State Teacher's Institute.....		250 00		\$250 00
Pay for arresting criminals outside of the limits of the State.....		1,000 00	502 00	498 00
Pay for arresting criminals outside of the limits of the State, twenty-second fiscal year.....		600 00	374 00	226 00
Payment of the State's portion of Auditor's and Assessor's salary, Mariposa County.....		4,233 68	4,233 68	
Amount carried forward.....				\$2,926,998 41

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 4, 1870...	Amount brought forward .....	.....	.....	.....	\$2,926,998 41
April 2, 1870...	Payment of rewards offered by Governor.....	\$2,500 00	\$1,500 00	\$1,000 00	
April 4, 1870...	Restoration and preservation of fish.....	5,000 00	4,010 00	990 00	
April 4, 1870...	Services of State Board of Examination.....	1,300 00	1,300 00	.....
April 4, 1870...	Stationery, blank books, lights, and fuel for Legislature and State officers.....	20,000 00	20,000 00	.....
March 5, 1872..	Stationery, blank books, lights, and fuel for Legislature and State officers, deficiency	22,000 00	22,000 00	.....
April 4, 1870...	Stationery, blank books, lights, and fuel for Legislature and State officers, twenty second fiscal year.....	6,284 70	6,284 57	13	
Jan. 25, 1872...	Translating State documents into Spanish.....	700 00	607 71	92 29	
April 4, 1870...	Traveling expenses of State Board of Educa- tion .....	.....	568 00	.....
	Total for miscellaneous purposes.....	.....	.....	.....	\$80,205 14
April 4, 1870...	Salary of Adjutant General.....	\$3,000 00	\$3,000 00	.....
April 4, 1870...	Salary of Assistant Adjutant General.....	2,000 00	2,000 00	.....
April 4, 1870...	Salary of Clerk.....	1,500 00	1,500 00	.....
April 4, 1870...	Contingent expenses, including pay of Porter...	300 00	300 00	.....
April 4, 1870...	Postage, expressage, and telegraphing.....	300 00	300 00	.....
April 4, 1870...	Rent of State Arsenal	960 00	960 00	.....
March 20, 1872.	Expense of constructing new State Armory.....	9,100 00	8,271 19	828 81	
April 4, 1870...	Cleaning, repairing, and transportation of arms.	1,000 00	1,000 00	.....
March 30, 1868.	Expense of National Guard.....	.....	32,581 98	.....

April 27, 1863..	Relief of enlisted men, California Volunteers, in service of United States	1,986 69	80 33	1,906 36
April 4, 1864...	Relief of line officers, California Volunteers, in service United States.....	1,363 39	732 29	631 10
March 11, 1872.	Suppressing Indian hostilities, Humboldt and Trinity Counties.....	2,000 00	2,000 00	
March 30, 1872.	Payment of Indian War Bond.....	2,190 00	2,190 00	
	Total for military purposes.....			\$54,915 79
	Total expenditures			\$3,062,119 34

[11]

RECAPITULATION

Of expenditures for the twenty-third fiscal year.

FOR WHAT PURPOSE EXPENDED.	Amount.
Legislative Department.....	\$277,058 08
Judicial Department.....	119,333 79
Governor's office.....	14,155 46
Secretary of State's office.....	15 237 44
Controller's office.....	18,303 07
State Treasurer's office.....	11,200 00
Attorney General's office.....	9,040 80
Surveyor General's office.....	6,588 00
Register of Land Office.....	6,019 00
Superintendent of Public Instruction's office.....	8,151 49
Insurance Commissioner's office.....	9,561 72
State Board of Health.....	3,925 00
State Board of Equalization.....	10,467 75
Tide lands.....	73,164 97
Board of Examiners.....	1,600 00
Revision of Laws.....	29,875 56
Stamp Inspectors.....	7,297 38
State Library.....	32,380 18
Relief.....	26,994 13
Charitable institutions.....	58,856 10
Aid to societies.....	9,500 00
California Labor and Employment Exchange.....	4,500 00
Support of schools.....	424,257 34
Support of State University.....	7,641 87
Support of State Normal School.....	12,751 98
Support of State Prison.....	135,034 50
Support of Insane Asylum.....	222,053 33
Support of deaf, dumb, and blind.....	51,919 06
Support of Industrial School.....	5,000 00
State printing.....	133,031 12
Refunding money, etc., for lands.....	25,677 45
Construction of Governor's Mansion and State Capitol...	453,034 55
Erection of buildings for State Prison.....	69,781 97
Erection of buildings for Insane Asylum.....	103 38
Construction of State Normal School building.....	2,720 25
Improvement of wharves and docks in San Francisco...	53,944 40
Purchase of bonds for University Fund.....	65,500 00
Redemption of bonds.....	172,543 13
Interest on bonds.....	233,794 16
Interest on Pacific Railroad bonds.....	105,000 00
Miscellaneous.....	80,205 14
Military.....	54,915 79
Total expenditures.....	\$3,062,119 34

Expenditures for the Twenty-Fourth Fiscal Year.

[11] EXPENDITURES FOR THE TWENTY-FOURTH FISCAL YEAR.

Statement showing the amount of each appropriation, the amount expended, the amount unexpended, and the total expended during the twenty-fourth fiscal year.

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
<i>Judicial Department.</i>					
April 1, 1872 ...	Salaries of Justices of the Supreme Court.....	\$30,000 00	\$30,000 00	.....	.....
April 1, 1872 ...	Salaries of District Judges	101,000 00	87,504 02	\$13,495 98	.....
April 1, 1872 ...	Salary of Clerk of Supreme Court.....	4,000 00	4,000 00	.....	.....
April 1, 1872 ...	Salary of Deputy Clerk of Supreme Court.....	1,800 00	1,800 00	.....	.....
April 1, 1872 ...	Salary of Reporter of Supreme Court.....	6,000 00	6,000 00	.....	.....
April 1, 1872 ...	Salary of Secretary to Justices of Supreme Court.....	3,000 00	3,000 00	.....	.....
April 1, 1872 ...	Salary of Phonographic Reporter to Supreme Court.....	3,000 00	3,000 00	.....	.....
April 1, 1872 ...	Salary of Bailiff and Porter	1,200 00	1,200 00	.....	.....
April 1, 1872 ...	Pay of Porter office of Clerk of Supreme Court	250 00	250 00	.....	.....
April 1, 1872 ...	Postage and contingent expenses of Supreme Court.....	500 00	500 00	.....	.....
April 1, 1872 ...	Postage, expressage, and contingents, Clerk of Supreme Court.....	120 00	120 00	.....	.....

Total for Judicial Department.....

Executive Department.

April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 4, 1870 ...
 April 1, 1872 ...
 Salary of Governor.....
 Salary of Private Secretary.....
 Salary of Executive Clerk.....
 Pay of Porter.....
 Special contingents.....
 Special contingents twenty-third fiscal year.....
 Postage, expressage, and telegraphing.....

Total for Governor's office

April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 4, 1870 ...
 April 1, 1872 ...
 Salary of Secretary of State.....
 Salary of Deputy
 Salaries of Clerks.....
 Salaries of Clerks twenty-third fiscal year.....
 Pay of Porter.....
 Postage and expressage.....
 Postage and expressage twenty-third fiscal year.....
 Contingent expenses

Total for Secretary of State's office.....

April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 April 1, 1872 ...
 Salary of Controller.....
 Salary of Deputy.....
 Salaries of Clerks.....
 Pay of Porter

Amount carried forward.....

2,077 35

\$139,451 37

\$7,000 00
 2,400 00
 2,400 00
 600 00
 2,500 00
 705 00
 500 00
 \$484 43
 220 57
 500 00

\$15,620 57

\$4,000 00
 2,400 00
 8,250 00
 300 00
 300 00
 1,400 00
 362 54
 150 00

\$17,162 54

\$4,000 00
 3,000 00
 11,900 00
 300 00
 \$1,050 00
 10,850 00
 300 00

\$172,234 48

[II] EXPENDITURES FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 1, 1872 ...	Amount brought forward.....	.....	.....	.....	\$172,234 48
April 1, 1872 ...	Contingent expenses	\$200 00	\$200 00	.....	.....
April 1, 1872 ...	Postage and expressage	500 00	302 75	\$197 25	.....
April 1, 1872 ...	Printing and engraving Controller's warrants	500 00	.....	500 00	.....
April 1, 1872 ...	Prosecution of delinquents.....	500 00	.....	500 00	.....
	Total for Controller's office.....	.....	.....	.....	\$18,652 75
April 1, 1872 ...	Salary of Treasurer.....	\$4,000 00	\$4,000 00	.....	.....
April 1, 1872 ...	Salaries of Clerks.....	4,200 00	4,200 00	.....	.....
April 1, 1872 ...	Salaries of Watchmen.....	2,400 00	2,400 00	.....	.....
April 1, 1872 ...	Pay of Porter	300 00	300 00	.....	.....
April 1, 1872 ...	Postage and expressage.....	300 00	300 00	.....	.....
April 1, 1872 ...	Pasting and canceling coupons.....	500 00	500 00	.....	.....
	Total for Treasurer's office.....	.....	.....	.....	\$11,700 00
April 1, 1872 ...	Salary of Attorney General.....	4,000 00	4,000 00	.....	.....
April 1, 1872 ...	Salary of Clerk.....	1,800 00	1,800 00	.....	.....
April 1, 1872 ...	Pay of Porter.....	200 00	200 00	.....	.....
April 1, 1872 ...	Costs and expenses of suits wherein the State is a party.....	4,000 00	2,181 05	\$1,818 95	.....

April 1, 1872 ...	Postage and contingent expenses.....	150 00	150 00	\$8,231 05
Total for Attorney General's office.....				
April 1, 1872 ...	Salary of Surveyor General.....	\$2,000 00	\$2,000 00	.....
April 1, 1872 ...	Salaries of Clerks.....	7,800 00	7,800 00	.....
April 1, 1872 ...	Pay of Porter.....	300 00	300 00	.....
April 1, 1872 ...	Binding books and contingent expenses.....	100 00	91 00	\$9 00
April 4, 1870 ...	Binding books and contingent expenses, twenty-third year.....	62 00	62 00	.....
April 1, 1872 ...	Purchase of maps.....	300 00	300 00	.....
April 1, 1872 ...	Copying maps.....	150 00	.....	150 00
Total for Surveyor General's office.....				
April 1, 1872 ...	Salary of Register of Land Office.....	\$2,000 00	\$2,000 00	.....
April 1, 1872 ...	Salaries of Clerks.....	3,600 00	3,600 00	.....
April 1, 1872 ...	Postage and expresse.....	250 00	250 04	.....
April 1, 1872 ...	Binding books and contingent expenses.....	100 00	.....	\$100 00
April 1, 1872 ...	Traveling expenses of United States Surveyor General, State Surveyor General, and Attorney General.....	1,750 00	37 00	1,713 00
April 1, 1872 ...	Procuring and listing lands to the State by the United States.....	4,000 00	4,000 00	.....
Total for Land Office.....				
April 1, 1872 ...	Salary of Superintendent of Public Instruction	\$3,000 00	\$3,000 00	.....
April 1, 1872 ...	Salary of Deputy.....	1,800 00	1,800 00	.....
April 1, 1872 ...	Salary of Clerk.....	1,500 00	1,500 00	.....
April 1, 1872 ...	Pay of Porter.....	200 00	200 00	.....
Amount carried forward.....				
				\$231,258 32
Total.....				
				\$9,887 04
Total.....				
				\$10,553 00

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 1, 1872 ...	Amount brought forward.....				\$231,258 32
April 1, 1872 ...	Postage and expressage.....	\$800 00	\$800 00		
April 1, 1872 ...	Traveling expenses.....	1,500 00	1,500 00		
April 1, 1872 ...	Contingent expenses.....	200 00	200 00		
April 1, 1872 ...	Binding documents.....	150 00	111 85	\$38 15	
	Total for office of Sup't Public Instruction..				\$9,111 85
April 1, 1872 ...	Salary of Insurance Commissioner.....	\$3,000 00	\$3,000 00		
April 1, 1872 ...	Salary of Clerk.....	1,800 00	1,800 00		
April 1, 1872 ...	Rent, printing, and contingent expenses.....	5,000 00	4,479 68	\$520 32	
	Total for office Insurance Commissioner.....				\$9,279 68
April 1, 1872 ...	Salary of Secretary State Board of Health.....	\$2,500 00	\$2,500 00		
April 1, 1872 ...	Mileage and contingent expenses of State Board of Health.....	1,500 00	1,309 60	\$190 40	
April 1, 1870 ...	Mileage and contingent expenses of State Board of Health, twenty-third year.....	75 00	50 00	25 00	
	Total for State Board of Health				\$3,859 60
April 1, 1872 ...	Salary of members of State Board of Equalization.....	\$8,400 00	\$8,400 00		
April 1, 1872 ...	Salary of Clerk	2,400 00	2,400 00		
April 1, 1872 ...	Pay of Porter.....	300 00	300 00		

April 1, 1872 ...	Mileage and traveling expenses	4,000 00	4,000 00	.....
April 1, 1872 ...	Postage, expressage, and contingent expenses...	1,150 00	1,150 00	.....
	Total for State Board of Equalization.....			.....	\$16,250 00
	Salary of Clerk to Tide Land Commissioners...		\$200 00	.....	\$200 00
April 1, 1872 ...	Salaries of members of State Board of Exam- iners	\$3,500 00	\$3,500 00	.....
April 1, 1872 ...	Salary of Clerk.....	1,200 00	1,200 00	.....
April 1, 1872 ...	Salary of Printing Expert	1,800 00	568 33	\$1,231 67	
April 1, 1872 ...	Contingent expenses	250 00	210 00	40 00	
	Total for State Board of Examiners.....			.....	\$5,478 33
April 1, 1872 ...	Salaries of Commissioners to revise the laws...	\$6,000 00	\$6,000 00	.....
	Salaries of Commissioners to revise the laws, twenty-third fiscal year		600 00	.....
April 1, 1872 ...	Salary of Secretary.....	800 00	800 00	.....
April 1, 1872 ...	Salary of Clerk.....	800 00	800 00	.....
April 1, 1872 ...	Pay of Porter.....	200 00	200 00	.....
April 1, 1872 ...	Postage, expressage, and contingent expenses..	450 00	450 00	.....
	Total for Revision Commission.....			.....	\$8,850 00
April 1, 1872 ...	Salaries and commissions of Stamp Inspectors..	\$3,000 00	\$2,627 88	\$372 12	
	Salary of Clerk.....		50 00	.....
April 4, 1870 ...	Salary of Clerk, twenty-third fiscal year.....	230 00	230 00	.....
	Total for Stamp Inspectors.....			.....	\$2,907 88
	Amount carried forward.....			.....	\$287,195 66

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 1, 1872 ...	Amount brought forward.....				\$287,195 66
April 1, 1872 ...	Salary of State Librarian.	\$3,000 00	\$3,000 00		
April 1, 1872 ...	Salaries of Deputies.....	3,600 00	3,600 00		
April 1, 1872 ...	Pay of Porter.....	600 00	600 00		
April 4, 1870 ..	Postage and contingents, twenty-third fiscal year.....	267 24	267 24		
April 1, 1872 ...	Postage and expressage	400 00	397 01	\$2 99	
March 17, 1861.	Support of State Library.....		5,107 81		
	Total for State Library				\$12,972 06
March 16, 1872	Relief of J. J. McCredy.....	\$25,000 00	\$25,000 00		
March 28, 1872.	Relief of Joseph S. Emory.....	12,000 00	12,000 00		
Feb. 2, 1872	Relief of James W. Marshall.....	2,400 00	2,400 00		
Jan. 20, 1872....	Relief of General John A. Sutter.....	3,000 00	3,000 00		
Jan. 26, 1872....	Relief of Alameda County.....		877 04		
	Total for relief.....				\$43,277 04
April 1, 1872 ...	California Prison Commission.....	\$2,000 00	\$2,000 00		
April 1, 1872 ...	Episcopal Church Home Association	1,200 00	1,200 00		
April 1, 1872 ...	Magdalen Asylum of San Francisco.....	4,000 00	4,000 00		
April 1, 1872 ...	Howard Benevolent Association of Sacramento.	3,000 00	3,000 00		
April 1, 1872 ...	Marysville Benevolent Association.....	750 00	750 00		
April 1, 1872 ...	San Francisco Female Hospital.....	5,000 00	5,000 00		
April 1, 1872 ...	Home for the Care of the Inebriate.....	2,000 00	2,000 00		

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
March 21, 1872	Amount brought forward.....				\$424,211 20
	Aid to Sonoma and Marin District Agricultural Society				
March 21, 1872	Aid to San Joaquin Agricultural Society.....	\$2,000 00	\$2,000 00		
March 21, 1872	Aid to Horticultural Society of California.....	2,000 00	2,000 00		
March 21, 1872	Aid to Upper Sacramento Agricultural Society.....	2,000 00	2,000 00		
March 21, 1872	Aid to California Vine Grower's Association....	2,000 00	2,000 00		
March 21, 1872	Aid to Northern District Agricultural Society.....	2,000 00	2,000 00		
March 21, 1872	Aid to Los Angeles District Agricultural Association	2,000 00	2,000 00		
March 21, 1872	Aid to Siskiyou County Agricultural Society..	2,000 00	2,000 00		
	Total for aid to Agricultural Societies.....				\$26,000 00
March 26, 1872	Support of State University		\$66,643 73		
April 2, 1870..	Purchase of bonds for State University.....		334,500 00		
April 1, 1872..	Construction of Agricultural College Buildings.	\$150,000 00	103,428 95	\$46,571 05	
	Total for State University.....				\$504,572 68
April 1, 1872...	Support of State Normal School	\$12,000 00	\$12,000 00		
April 1, 1872...	Books for State Normal School.....	863 05	694 36	\$168 69	
March 29, 1872.	Construction of State Normal School Building.		152,688 06		
	Total for State Normal School				\$165,382 42

April 1, 1872...	Services of State Board of Examiners.....	\$800 00	\$800 00	.....	\$800 00
April 1, 1872...	Traveling expenses of State Board of Education.....	500 00	460 00	\$40 00	\$460 00
April 1, 1872...	Education and care of indigent Deaf, Dumb, and Blind.....	36,000 00	36,000 00	.....	.....
April 4, 1870...	Education and care of indigent Deaf, Dumb, and Blind—twenty-third fiscal year.....	5,080 94	5,080 94	.....	.....
	Total for Deaf, Dumb, and Blind.....	.....	.....	.....	\$41,080 94
April 1, 1872...	Support of Industrial School.....	\$6,000 00	\$6,000 00	.....	\$6,000 00
March 30, 1868.	Purchase of bonds for School Fund.....	.....	220,000 00	.....	\$220,000 00
April 1, 1872...	Printing, paper, and official advertisements.....	60,000 00	59,996 54	\$3 46	.....
March 23, 1872.	Printing, paper, and official advertisements—twenty-third fiscal year.....	4,512 07	4,477 94	34 13	.....
	Total for State Printing.....	.....	.....	.....	\$64,474 48
	Amount carried forward.....	.....	.....	.....	<u>\$1,453,011 72</u>

[II] EXPENDITURES FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

Date of Act.	COUNTIES.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
	Amount brought forward.....	.....	.....	.....	\$1,453,011 72
	Alameda .....	.....	\$19,856 92	.....	.....
	Alpine .....	.....	400 24	.....	.....
	Amador .....	.....	6,544 34	.....	.....
	Butte .....	.....	8,479 92	.....	.....
	Calaveras .....	.....	7,147 45	.....	.....
	Colusa .....	.....	5,151 21	.....	.....
	Contra Costa.....	.....	7,991 02	.....	.....
	Del Norte.....	.....	992 07	.....	.....
	El Dorado.....	.....	7,548 69	.....	.....
	Fresno.....	.....	2,645 50	.....	.....
	Humboldt.....	.....	5,987 33	.....	.....
	Inyo.....	.....	829 77	.....	.....
	Kern.....	.....	1,340 65	.....	.....
	Klamath .....	.....	803 32	.....	.....
	Lake .....	.....	3,143 62	.....	.....
	Lassen .....	.....	1,360 17	.....	.....
	Los Angeles.....	.....	18,521 62	.....	.....
	Marin .....	.....	4,601 16	.....	.....
	Mariposa.....	.....	2,847 77	.....	.....
	Mendocino.....	.....	7,760 79	.....	.....
	Merced.....	.....	996 17	.....	.....
	Mono .....	.....	253 81	.....	.....
	Monterey.....	.....	10,778 43	.....	.....
	Napa .....	.....	6,347 26	.....	.....
	Nevada .....	.....	13,174 73	.....	.....

Placer	7,033 65	.....
Plumas.....	2,147 64	.....
Sacramento.....	17,842 65	.....
San Bernardino.....	1,746 24	.....
San Diego.....	4,663 65	.....
San Francisco	99,202 48	.....
San Joaquin.....	15,779 51	.....
San Luis Obispo	4,526 31	.....
San Mateo.....	5,642 44	.....
Santa Barbara.....	7,347 53	.....
Santa Clara.....	20,578 83	.....
Santa Cruz.....	8,565 79	.....
Shasta.....	3,996 66	.....
Sierra.....	1,159 88	.....
Siskiyou	6,508 00	.....
Solano	12,290 10	.....
Sonoma	18,795 10	.....
Stanislaus.....	4,702 03	.....
Sutter	4,072 62	.....
Tehama	3,247 49	.....
Trinity.....	1,567 33	.....
Tulare	4,916 79	.....
Tuolumne	6,048 06	.....
Ventura .....	.....	.....
Yolo	6,688 67	.....
Yuba.....	7,590 98	.....
California Teacher.....	4,200 00	.....
H. N. Bolander	82 15	.....
Total for support of schools.....	.....	\$426,446 54
Amount carried forward .....	.....	\$1,879,458 26

EXPENDITURES FOR THE TWENTY-FOURTH FISCAL YEAR—Continued.

Date of Act.	COUNTIES.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
	Amount brought forward .....	.....	.....	.....	\$1,879,458 26
	Alameda .....	.....	\$197 29	.....	.....
	Alpine .....	.....	6 72	.....	.....
	Anador .....	.....	91 55	.....	.....
	Butte .....	.....	107 53	.....	.....
	Calaveras .....	.....	87 16	.....	.....
	Colusa .....	.....	55 26	.....	.....
	Contra Costa .....	.....	73 46	.....	.....
	Del Norte .....	.....	16 34	.....	.....
	El Dorado .....	.....	128 10	.....	.....
	Fresno .....	.....	20 06	.....	.....
	Humboldt .....	.....	73 51	.....	.....
	Inyo .....	.....	106 09	.....	.....
	Kern .....	.....	131 08	.....	.....
	Klamath .....	.....	10 44	.....	.....
	Lake .....	.....	30 92	.....	.....
	Lassen .....	.....	14 64	.....	.....
	Los Angeles .....	.....	138 34	.....	.....
	Marin .....	.....	43 17	.....	.....
	Mariposa .....	.....	40 94	.....	.....
	Mendocino .....	.....	76 05	.....	.....
	Merced .....	.....	34 12	.....	.....
	Mono .....	.....	83 68	.....	.....
	Monterey .....	.....	111 93	.....	.....
	Napa .....	.....	76 77	.....	.....
	Nevada .....	.....	180 48	.....	.....

Placer	116 33	.....	.....	.....
Plumas.....	42 17	.....	.....	.....
Sacramento	253 64	.....	.....	.....
San Bernardino.....	26 73	.....	.....	.....
San Diego.....	46 17	.....	.....	.....
San Francisco.....	1,190 84	.....	.....	.....
San Joaquin	161 05	.....	.....	.....
San Luis Obispo	43 69	.....	.....	.....
San Mateo	49 32	.....	.....	.....
Santa Barbara.....	61 16	.....	.....	.....
Santa Clara	194 39	.....	.....	.....
Santa Cruz	79 15	.....	.....	.....
Shasta.....	46 94	.....	.....	.....
Sierra	68 09	.....	.....	.....
Siskiyou.....	72 23	.....	.....	.....
Solano	190 78	.....	.....	.....
Sonoma	173 97	.....	.....	.....
Stanislaus	58 89	.....	.....	.....
Sutter.....	43 80	.....	.....	.....
Tehama.....	34 74	.....	.....	.....
Trinity ..	34 12	.....	.....	.....
Tulare.....	48 08	.....	.....	.....
Tuolumne	80 39	.....	.....	.....
Ventura .....	.....	.....	.....	.....
Yolo	84 22	.....	.....	.....
Yuba.....	106 45	.....	.....	.....
Total for support of indigent sick.....	.....	.....	.....	\$5,242 97
Amount carried forward.....	.....	.....	.....	\$1,884,701 23

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
April 1, 1872...	Amount brought forward.....	.....	.....	.....	\$1,884,701 23
April 1, 1872...	Support of State Prison.....	\$100,000 00	\$100,000 00	.....	.....
April 1, 1872...	Transportation of prisoners.....	20,000 00	19,947 32	\$52 68	.....
April 1, 1872...	Contingent expenses of Lieutenant Governor as Warden of State Prison.....	200 00	200 00	.....	.....
	Erection of additional buildings.....	.....	5,181 16	.....	.....
	Total for State Prison.....	.....	.....	.....	\$125,328 48
April 1, 1872...	Support of Insane Asylum.....	\$200,000 00	\$200,000 00	.....	.....
April 1, 1872...	Transportation of insane.....	15,000 00	11,551 45	\$3,448 55	.....
April 1, 1872...	Traveling expenses of Superintendent.....	400 00	400 00	.....	.....
March 27, 1872.	Expense of Commissioners to establish a Branch Insane Asylum.....	.....	900 00	.....	.....
March 27, 1872	Construction of Napa State Insane Asylum.....	.....	62,694 94	.....	.....
April 1, 1872...	Completion of Stockton Insane Asylum.....	.....	18,183 50	.....	.....
April 1, 1872...	Repairs on Insane Asylum.....	.....	8,800 00	.....	.....
	Total for Insane Asylum.....	.....	.....	.....	\$302,529 89
March 27, 1866.	Construction of State Capitol.....	.....	\$37 12	.....	.....
March 28, 1872.	Construction of State Capitol, special.....	.....	248,488 25	\$1,511 75	.....
March 28, 1872.	Incidental expenses of State Capitol and Governor's Mansion.....	19,007 08	17,397 02	1,610 06	.....

April 1, 1872...	Purchase of additional grounds for State Capitol Buildings.....	100,000 00	83,075 45	16,924 55	
	Total for State Capitol.....				\$348,997 84
March 30, 1863.	Improvement of wharves and docks in San Francisco.....		\$80,640 29		\$80,640 29
March 28, 1868.	Annulment of certificates of purchase of State lands		5,423 05		
April 4, 1870...	Restitution of money for land sold not the property of the State.....		8,504 03		
March 24, 1864.	Reclamation of Swamp Land District No. 18.....		7,086 28		
March 30, 1868.	Expense of survey and sale of tide lands.....		7,195 52		
Jan. 21, 1870....	Service of Registers and Receivers of United States Land Offices.....		4,251 00		
	Total for lands				\$32,459 88
April 28, 1857..	Redemption of Civil Bonds of 1857.....		\$196,648 17		
April 30, 1860..	Redemption of Civil Bonds of 1860.....		11,000 00		
	Total for redemption of Bonds.....				\$207,648 17
April 28, 1857..	Payment of interest on Civil Bonds of 1857.....		\$118,300 00		
April 30, 1860..	Payment of interest on Civil Bonds of 1860.....		7,402 00		
April 4, 1864...	Payment of interest on Soldiers' Bounty Bonds.		21,175 00		
April 27, 1863..	Payment of interest on Soldiers' Relief Bonds.		16,082 50		
April 4, 1870...	Payment of interest on State Capitol Bonds of 1870		17,500 00		
	Amount carried forward.....				\$2,982,305 78

Date of Act.	APPROPRIATION.	Amount of appropriation.	Amount expended.	Amount unexpended.	Total expended.
March 28, 1872.	Amount brought forward.....	.....	.....	.....	\$2,982,305 78
April 2, 1870 ...	Payment of interest on State Capitol Bonds of 1872 .....	.....	\$17,500 00	.....	.....
	Payment of interest on funded debt of 1873.....	.....	44,745 00	.....	.....
	Payment of coupons of Civil Bonds of 1857.....	.....	437 50	.....	.....
	Payment of coupons of Civil Bonds of 1860.....	.....	87 50	.....	.....
	Payment of coupons of Pacific Railroad Bonds.	.....	35 00	.....	.....
	Total for payment of interest on Bonds.....	.....	.....	.....	\$243,264 50
April 4, 1864...	Payment of interest on Pacific Railroad Bonds.	.....	\$105,000 00	.....	\$105,000 00
	<i>Miscellaneous.</i>				
April 1, 1872...	Arresting criminals without the limits of the State.	\$1,500 00	394 25	\$1,105 75	
March 13, 1872.	Continuance of Geological Survey.....	24,000 00	24,000 00	.....	.....
April 1, 1872...	Contingent expenses of Senate.....	1,957 04	1,957 04	.....	.....
March 28, 1872.	Engraving and lithographing State Capitol Bonds of 1872.....	.....	500 00	.....	.....
Feb'y 7, 1872..	Erection of monument to ex-Governor Bigler..	1,000 00	1,000 00	.....	.....
April 2, 1870...	Expense incurred by Loan Commissioners, engraving bonds, etc.....	1,000 00	850 00	150 00	.....
April 1, 1872...	Incidental expenses of Commissioners to manage Yosemite Valley.....	500 00	500 00	.....	.....
April 1, 1872...	Salary of Guardian of Yosemite Valley.....	500 00	500 00	.....	.....

April 1, 1872...	Stationery, lights, and fuel for Legislature and State officers.....	20,000 00	19,955 25	44 75
March 5, 1872..	Stationery, lights, and fuel for Legislature and State officers, twenty-third fiscal year.....	5,174 82	5,174 82	
April 1, 1872...	Survey of boundary line of Siskiyou and Lassen Counties	2,500 00	2,500 00	
March 30, 1872..	Redemption of Calaveras County Bonds	100,000 00	60,212 50	39,787 50
April 4, 1870 } April 1, 1872 }	Restoration and preservation of fish.....	1,990 00	1,990 00	
April 1, 1872...	Mileage and expenses of Presidential electors...	1,000 00	386 20	613 80
April 1, 1872...	Translating State documents into Spanish.....	1,700 00	1,496 25	203 75
	Total for miscellaneous purposes.....			\$121,416 31
April 1, 1872...	Salary of Adjutant General.....	\$3,000 00	3,000 00	
April 1, 1872...	Salary of Assistant Adjutant General.....	2,000 00	2,000 00	
April 1, 1872...	Salary of Clerk.....	1,500 00	1,500 00	
April 1, 1872...	Pay of Porter and contingent expenses.....	300 00	300 00	
April 1, 1872...	Salary of State Armorer.....	1,800 00	1,800 00	
April 1, 1872...	Postage and expressage.....	200 00	200 00	
April 1, 1872...	Rent of State Armory.....	1,200 00	1,200 00	
April 1, 1872...	Transportation of arms.....	750 00	750 00	
March 22, 1872..	Expense of maintaining National Guard.....		61,356 65	
	Total for military purposes.....			\$72,106 65
	Total expenditures			\$3,524,093 24

[II]

RECAPITULATION

Of expenditures for the twenty-fourth fiscal year.

FOR WHAT PURPOSE EXPENDED.	Amount.
Judicial Department.....	\$139,451 37
Governor's office.....	15,620 57
Secretary of State's office.....	17,162 54
Controller's office.....	18,652 75
Treasurer's office.....	11,700 00
Attorney General's office.....	8,231 05
Surveyor General's office.....	10,553 00
Register of Land Office.....	9,887 04
Superintendent of Public Instruction's office.....	9,111 85
Insurance Commissioner's office.....	9,279 68
State Board of Health.....	3,859 60
State Board of Equalization.....	16,250 00
Clerk to Tide Land Commissioners.....	200 00
State Board of Examiners.....	5,478 33
Revision of Laws.....	8,850 00
Stamp Inspectors.....	2,907 88
State Library.....	12,972 06
Relief.....	43,277 04
Charitable institutions.....	80,796 44
Aid to Agricultural Societies.....	26,000 00
State University.....	504,572 68
State Normal School.....	165,382 42
State Board of Examination.....	800 00
Traveling expenses of State Board of Education.....	460 00
Education and care of indigent deaf, dumb, and blind...	41,080 94
Support of Industrial School.....	6 000 00
Purchase of bonds for School Fund.....	220,000 00
Printing, paper, and official advertisements.....	64,474 48
Support of schools.....	426,446 54
Support of indigent sick.....	5,242 97
State Prison.....	125,328 48
Insane Asylum.....	302,529 89
Construction of State Capitol and Governor's Mansion...	348,997 84
Improvement of wharves and docks in San Francisco...	80,640 29
Restitution of money for lands, etc.....	32,459 88
Redemption of bonds.....	207,648 17
Payment of interest on State debt.....	243,264 50
Payment of interest on Pacific Railroad bonds.....	105,000 00
Miscellaneous.....	121,416 31
Military.....	72,106 65
Total expenditures.....	\$3,524,093 24

STATEMENT

—OF—

AMOUNT OF PROPERTY TAX DUE STATE, AMOUNT REPORTED
COLLECTED, AMOUNT OF ALLOWANCES FOR COLLEC-
TION, AMOUNT PAID STATE TREASURER, AND
AMOUNT DUE THE STATE ON ASSESSMENT
OF 1871, JULY 1st, 1872.

[III]

STATEMENT

Of amount of tax due State on assessment of eighteen hundred and seventy-one; also amount reported collected, amount of allowances for collection, and amount paid State Treasurer during the twenty-third fiscal year; also amount of tax due the State on assessment of eighteen hundred and seventy-one, July first, eighteen hundred and seventy-two.

COUNTIES.	Amount of tax due State.	Amount reported collected.	Amount of allowances for collection.	Amount paid State Treasurer.	Amount due the State.
Alameda	\$107,202 26	\$104,387 21	\$5,517 55	\$98,869 66	.....
Alpine	3,357 18	2,848 85	358 49	2,490 36	.....
Amador	18,432 45	20,058 22	1,753 56	18,304 66	.....
Butte	35,463 45	32,696 04	2,358 33	30,337 71	.....
Calaveras	9,416 44	8,634 16	867 57	7,766 59	.....
Colusa	38,116 64	34,645 26	1,972 71	32,672 55	.....
Contra Costa	28,115 19	23,785 84	1,923 36	21,862 48	.....
Del Norte	4,131 04	7,707 19	1,121 72	6,585 47	.....
El Dorado	18,757 72	15,996 96	1,374 67	14,622 29	.....
Fresno	28,797 22	24,206 86	1,949 98	22,256 88	.....
Humboldt	21,906 68	20,968 22	2,196 48	18,771 74	.....
Inyo	7,095 47	4,976 02	713 84	4,262 18	.....
Kern	18,808 50	15,760 64	1,560 72	14,199 92	.....
Klamath	3,782 04	3,559 35	537 00	3,022 35	.....

Lake	6,749 03	560 10	6,188 93	.....
Lassen	4,722 88	486 05	4,236 83	.....
Los Angeles	47,737 16	3,747 94	43,989 22	.....
Marin	26,770 51	2,014 07	24,756 44	.....
Mariposa	17,983 37	1,300 89	16,682 48	.....
Mendocino	20,693 58	1,540 03	19,153 55	.....
Merced	23,989 25	1,898 13	22,091 12	.....
Mono	2,572 42	341 17	2,231 25	.....
Monterey	26,207 45	2,347 22	23,860 23	.....
Napa	32,513 53	2,421 23	30,092 30	.....
Nevada	43,474 97	2,944 30	40,530 67	.....
Placer	32,707 90	2,350 66	30,357 24	.....
Plumas	9,213 44	737 24	8,476 20	.....
Sacramento	87,504 10	4,827 97	82,676 13	.....
San Bernardino	8,506 83	1,036 85	7,469 98	.....
San Diego	14,956 68	1,313 49	13,643 19	.....
San Francisco	850,507 04	20,829 91	820,677 13	\$57,668 23
San Joaquin	72,361 69	4,216 98	68,144 71	.....
San Luis Obispo	12,930 56	1,373 95	11,556 61	.....
San Mateo	15,848 90	1,365 63	14,483 27	.....
Santa Barbara	20,616 47	1,633 84	18,982 63	.....
Santa Clara	105,452 31	5,907 70	99,544 61	.....
Santa Cruz	17,243 36	1,978 06	15,265 30	.....
Shasta	9,205 94	947 32	8,258 62	.....
Sierra	14,334 76	1,370 47	12,964 29	.....
Siskiyou	17,776 22	1,700 91	16,065 31	.....
Solano	46,861 96	3,113 84	43,748 12	.....
Sonoma	64,372 39	3,897 32	60,475 07	.....
Stanislaus	25,079 24	1,533 84	23,545 40	.....
Sutter	20,057 59	1,293 76	18,763 83	.....
Tehama	19,319 18	1,656 00	17,663 18	.....
Trinity	4,446 82	588 72	3,858 10	.....
Tulare	26,849 44	2,065 20	24,784 24	.....

COUNTIES.	Amount of tax due State.	Amount reported collected.	Amount of allow- ances for collection.	Amount paid State Treasurer.	Amount due the State.
Tuolumne	10,237 64	9,534 09	800 54	8,733 55	.....
Yolo	39,754 47	35,259 45	2,544 89	32,714 56	.....
Yuba	34,372 15	33,403 37	2,317 29	31,086 08	.....
Totals	\$2,342,181 27	\$2,147,984 70	\$124,209 49	\$2,023,775 21	\$57,668 23

NOTE: Auditors of all counties but San Francisco, allow the Collectors to retain their fees, and report only the balance to the State; therefore it is not possible to give the balance due from any county except San Francisco.

STATEMENT

—OF—

AMOUNT OF PROPERTY TAX DUE STATE, AMOUNT REPORTED
COLLECTED, AMOUNT OF ALLOWANCES FOR COLLEC-
TION, AMOUNT PAID STATE TREASURER, AND
AMOUNT DUE THE STATE ON ASSESSMENT.

OF 1872, JULY 1st, 1873.

[III]

STATEMENT

Of amount of tax due State on assessment of eighteen hundred and seventy-two; also amount reported collected, amount of allowances for collection, and amount paid State Treasurer during the twenty-fourth fiscal year; also amount of tax due the State on assessment of eighteen hundred and seventy-two, July first, eighteen hundred and seventy-three.

COUNTIES.	Amount of tax due State.	Amount reported collected.	Amount of allowances for collection.	Amount paid State Treasurer.	Amount due the State.
Alameda	\$186,632 98	\$164,491 90	8,476 57	\$156,015 33	.....
Alpine.....	2,490 77	2,535 06	563 68	1,971 38	.....
Amador	15,933 75	13,120 83	1,162 19	11,958 64	.....
Butte.....	39,263 00	46,301 38	3,925 57	42,375 81	.....
Calaveras	7,554 44	7,737 34	794 42	6,942 92	.....
Colusa.....	42,731 16	37,728 76	2,663 35	35,065 41	.....
Contra Costa.....	38,116 35	36,426 65	2,628 31	33,798 34	.....
Del Norte.....	3,458 52	3,346 10	491 50	2,854 60	.....
El Dorado.....	12,203 43	10,682 47	980 22	9,702 25	.....
Fresno	25,745 27	26,224 56	2,097 10	24,127 46	.....
Humboldt.....	24,018 53	23,624 67	1,998 77	21,625 90	.....
Inyo	7,228 66	7,509 92	853 63	6,656 29	.....
Kern	13,736 06	14,854 31	1,416 59	13,437 72	.....
Klamath.....	3,159 05	3,000 62	361 38	2,639 24	.....
Lake	9,036 95	9,296 12	879 19	8,416 93	.....

Lassen	4,695 34	2,096 30	343 28	1,753 02
Los Angeles.....	52,772 96	55,114 91	3,859 39	51,255 52
Marin.....	47,090 84	38,853 98	2,733 63	36,120 35
Mariposa	7,520 77	7,293 05	750 67	6,542 38
Mendocino.....	27,410 89	26,399 90	2,429 22	23,970 68
Merced	36,153 75	4,469 68	481 59	3,988 09
Mono.....	2,312 02	2,659 99	448 70	2,211 29
Monterey	56,266 00	53,167 33	4,022 45	49,144 88
Napa	41,185 73	38,801 24	2,570 19	36,231 05
Nevada	40,340 12	37,978 34	2,656 77	35,321 57
Placer	40,731 68	27,812 28	2,093 53	25,718 75
Plumas	9,947 42	8,415 85	1,023 69	7,392 16
Sacramento	144,761 80	115,691 38	4,779 81	110,911 57
San Bernardino.....	7,726 47	14,353 80	1,294 84	13,058 96
San Diego.....	14,170 96	19,003 06	1,666 35	17,336 71
San Francisco.....	1,442,916 28	922,362 57	42,052 23	880,310 34
San Joaquin	102,632 13	95,741 21	5,262 55	90,478 66
San Luis Obispo	21,700 09	23,742 97	2,273 54	21,469 43
San Mateo	52,676 62	39,002 61	2,805 51	36,197 10
Santa Barbara	30,856 72	21,023 43	2,129 99	18,893 44
Santa Clara	156,612 13	143,131 91	7,693 66	135,438 25
Santa Cruz	36,225 26	36,829 37	2,714 36	34,115 01
Shasta.....	8,145 58	8,078 95	851 28	7,227 67
Sierra.....	11,619 30	10,125 59	1,056 06	9,069 53
Siskiyou	19,755 87	17,797 22	1,732 80	16,064 42
Solano.....	58,455 45	59,927 48	3,825 78	56,101 70
Sonoma.....	101,532 81	93,575 79	5,253 02	88,322 77
Stanislaus	35,474 96	34,338 99	2,813 97	31,525 02
Sutter	24,357 64	21,074 84	1,693 58	19,381 26
Tohama	20,260 56	996 33	198 29	798 04
Trinity	3,641 56	3,515 89	506 16	3,009 73
Tulare.....	15,750 95	35,402 83	2,651 67	32,751 16
				\$510,553 71

COUNTIES.	Amount of tax due State.	Amount reported collected.	Amount of allowances for collection.	Amount paid State Treasurer.	Amount due the State.
Tuolumne.....	\$7,284 88	\$7,803 65	\$864 23	\$6,939 42	.....
Yolo	43,523 95	43,286 27	2,879 56	40,406 71	.....
Yuba	28,077 37	25,852 59	1,986 43	23,866 16	.....
Totals	\$3,185,895 78	\$2,502,602 27	\$151,691 25	\$2,350,911 02	.....

NOTE.—Auditors of all counties but San Francisco allow the Collectors to retain their fees and report only the balance to the State; therefore it is not possible to give the balance due from any county except San Francisco.

BALANCE SHEET

SHOWING

THE CONDITION OF THE SEVERAL FUNDS.

[IV]

BALANCE SHEET

Of the several Funds for the Twenty-third and Twenty-fourth Fiscal Years.

GENERAL FUND.

DR.

July 1, 1871.....	To balance.....	\$11,985 28
June 30, 1872...	To warrants issued.....	1,468,799 46
June 30, 1872...	To transfer to University Endowment Fund.....	200,000 00
June 30, 1872...	To transfer to State Library Fund.....	600 00
		<hr/>
		\$1,681,384 74
		<hr/>
July 1, 1872.....	To balance.....	\$130,073 38
June 30, 1873....	To warrants issued.....	1,343,373 66
June 30, 1873....	To transfer to University Endowment Fund.....	207,312 18
June 30, 1873....	To transfer to Estates of Deceased Persons Fund.....	6,141 49
June 30, 1873....	To transfer to State Capitol Bonds Interest Fund of 1870.....	38,871 87
June 30, 1873....	To transfer to State Capitol Bonds Interest Fund of 1872.....	2,160 96
June 30, 1873....	To transfer to State Hospital Fund.....	4,795 52
June 30, 1873....	To errors discovered in adjusting the Funds, under Act of February 20th, 1872.....	68,786 34
		<hr/>
		\$1,801,515 40
		<hr/>
July 1, 1873.....	To balance.....	\$90,583 25

BALANCE SHEET

[IV]

Of the several Funds for the Twenty-third and Twenty-fourth Fiscal Years.

GENERAL FUND.

Cr.

June 30, 1872....	By receipts.....	\$1,316,436 53
June 30, 1872....	By transfer from Soldiers' Bounty Interest Fund.....	28,108 00
June 30, 1872....	By transfer from Soldiers' Relief Interest Fund.....	70,614 31
June 30, 1872....	By transfer from Pacific Railroad Fund..	85,287 14
June 30, 1872....	By transfer from State Capitol Bonds Interest Fund of 1870.....	38,871 87
June 30, 1872....	By transfer from State Hospital Fund...	4,795 52
June 30, 1872....	By transfer from Estates of Deceased Persons Fund.....	6,141 49
June 30, 1872....	By warrants canceled under Act of February 20th, 1872.....	1,056 50
June 30, 1872....	By balance.....	130,073 38
		<hr/> \$1,681,384 74 <hr/>
June 30, 1873....	By receipts.....	\$1,640,082 85
June 30, 1873....	By errors discovered in adjusting the Funds, under Act of February 20th, 1872.....	70,111 57
June 30, 1873....	By warrants canceled under Act of February 20th, 1872.....	737 73
June 30, 1873....	By balance.....	90,583 25
		<hr/> \$1,801,515 40 <hr/>

SCHOOL FUND.

Dr.

June 30, 1872....	To warrants issued to County Treasurers.....	\$420,041 34
June 30, 1872....	To California Teacher.....	4,200 00
June 30, 1872....	To certificates of transfer.....	104 00
June 30, 1872....	To balance.....	98,516 89
		<hr/> \$522,862 23 <hr/>
June 30, 1873....	To warrants issued to County Treasurers.....	\$422,164 29
June 30, 1873....	To California Teacher.....	4,200 00
June 30, 1873....	To H. N. Bolander, for binding books...	82 15
June 30, 1873....	To balance.....	89,915 69
		<hr/> \$516,362 13 <hr/>

INTEREST AND SINKING FUND OF 1857.

Dr.

June 30, 1872...	To warrants issued for redemption of bonds	\$168,464 21
June 30, 1872...	To warrants issued for payment of interest.....	139,749 16
June 30, 1872...	To balance.....	208,508 85
		<hr/> \$516,722 22 <hr/>
June 30, 1873...	To warrants issued for redemption of bonds.....	\$196,648 17
June 30, 1873...	To warrants issued for payment of interest.....	118,300 00
June 30, 1873....	To balance.....	390,185 13
		<hr/> \$705,133 30 <hr/>

SCHOOL FUND.

Cr.

July 1, 1871.....	By balance.....	\$93,322 62
June 30, 1872....	By interest on bonds.....	79,345 00
June 30, 1872....	By receipts from County Treasurers....	340,194 61
		\$522,862 23
July 1, 1872.....	By balance.....	\$98,516 89
June 30, 1873....	By receipts from County Treasurers....	336,050 24
June 30, 1873....	By interest on bonds.....	81,795 00
		\$516,362 13
July 1, 1873.....	By balance.....	\$89,915 69

INTEREST AND SINKING FUND OF 1857.

Cr.

July 1, 1871	By balance.....	\$166,294 66
June 30, 1872....	By receipts.....	350,427 56
		\$516,722 22
July 1, 1872.....	By balance.....	\$208,508 85
June 30, 1873....	By receipts from County Treasurers....	148,812 57
June 30, 1873....	By receipts from sale of bonds of 1873.	347,811 88
		\$705,133 30
July 1, 1873.....	By balance.....	\$390,185 13

INTEREST AND SINKING FUND OF 1860.

Dr.

June 30, 1872....	To warrants issued for redemption of bonds.....	\$4,078 92
June 30, 1872....	To warrants issued for payment of interest.....	8,645 00
June 30, 1872....	To balance.....	17,388 22
		<hr/> \$30,112 14
June 30, 1873....	To warrants issued for redemption of bonds.....	\$11,000 00
June 30, 1873....	To warrants issued for payment of interest.....	7,402 00
June 30, 1873....	To balance.....	5,538 90
		<hr/> \$23,940 90

STATE CAPITOL FUND.

Dr.

July 1, 1871.....	To balance.....	\$106,077 35
June 30, 1872....	To warrants issued.....	397,966 52
		<hr/> \$504,043 87
July 1, 1872.....	To balance.....	\$270,413 95
June 30, 1873....	To warrants issued.....	37 12
June 30, 1873....	To errors discovered in adjusting the Funds under Act of February 20, 1872.....	514 93
		<hr/> \$270,966 00
July 1, 1873.....	To balance.	<hr/> \$77,671 55

INTEREST AND SINKING FUND OF 1860.

Cr.

July 1, 1871.....	By balance.....	\$934 15
June 30, 1872....	By receipts.....	29,177 99
		\$30,112 14
July 1, 1872.....	By balance	\$17,388 22
June 30, 1873....	By receipts.....	6,552 68
		\$23,940 90
July 1, 1873.....	By balance.....	\$5,538 90

STATE CAPITOL FUND.

Cr.

June 30, 1872....	By receipts.....	\$233,597 92
June 30, 1872....	By warrants canceled under Act of February 20, 1872.....	32 00
June 30, 1872....	By balance.....	270,413 95
		\$504,043 87
June 30, 1873....	By receipts.....	\$192,817 64
June 30, 1873....	By errors discovered in adjusting the Funds under Act of February 20, 1872.....	476 81
June 30, 1873....	By balance.....	77,671 55
		\$270,966 00

STATE CAPITOL SPECIAL FUND OF 1870.

DR.

June 30, 1872...	To warrants issued.	\$11,906 85
June 30, 1872...	To balance.....	285 42
		<hr/> \$12,192 27
June 30, 1873...	To balance.....	<hr/> \$285 42
		<hr/> \$285 42

STATE CAPITOL SPECIAL FUND OF 1872.

DR.

June 30, 1873...	To warrants issued.....	\$248,488 25
June 30, 1873...	To balance.....	1,511 75
		<hr/> \$250,000 00

MILITARY FUND.

DR.

July 1, 1871.....	To balance.....	\$5,565 18
June 30, 1872...	To warrants issued.....	32,581 98
June 30, 1872...	To errors discovered in adjusting the Funds under Act of February 20, 1872.....	04
		<hr/> \$38,147 20
July 1, 1872.....	To balance.....	<hr/> \$8,520 40
June 30, 1873...	To warrants issued	61,356 65
		<hr/> \$69,877 05
July 1, 1873.....	To balance.....	<hr/> \$14,963 75

STATE CAPITOL SPECIAL FUND OF 1870.

Cr.

July 1, 1871.....	By balance.....	\$12,191 77
June 30, 1872...	By error discovered in adjusting the Funds under Act of February 20, 1872.....	50
		\$12,192 27
July 1, 1872.....	By balance.....	\$285 42
		\$285 42
July 1, 1873.....	By balance.....	\$285 42

STATE CAPITOL SPECIAL FUND OF 1872.

Cr.

July 22, 1872...	By receipts from sale of bonds.....	\$250,000 00
		\$250,000 00
July 1, 1873.....	By balance.....	\$1,511 75

MILITARY FUND.

Cr.

June 30, 1872...	By receipts.....	\$29,292 25
June 30, 1872...	By warrants canceled....	324 42
June 30, 1872...	By errors discovered in adjusting the Fund under Act of February 20, 1872..	10 13
June 30, 1872...	By balance.....	8,520 40
		\$38,147 20
June 30, 1873...	By receipts.....	\$54,913 30
June 30, 1873...	By balance.....	14,963 75
		\$69,877 05

SOLDIERS' BOUNTY INTEREST FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$42,350 00
June 30, 1872...	To transfer to General Fund.....	28,108 00
June 30, 1872...	To balance.....	14 86
		<hr/> \$70,472 86 <hr/>
June 30, 1873...	To warrants issued.....	\$21,175 00
June 30, 1873...	To balance.....	17,415 71
		<hr/> \$38,590 71 <hr/>

SOLDIERS' RELIEF INTEREST FUND.

Dr.

June 30, 1872....	To warrants issued	\$24,465 00
June 30, 1872....	To transfer to General Fund.....	70,614 31
June 30, 1872....	To balance.....	30 76
		<hr/> \$95,110 07 <hr/>
June 30, 1873....	To warrants issued.....	\$16,082 50
June 30, 1873....	To balance.....	12,853 49
		<hr/> \$28,935 99 <hr/>

SOLDIERS' BOUNTY INTEREST FUND.

Cr.

July 1, 1871.....	By balance.....	\$23,218 75
June 30, 1872...	By receipts.....	47,254 11
		<hr/> \$70,472 86
July 1, 1872.....	By balance.....	\$14 86
June 30, 1873...	By receipts.....	38,575 85
		<hr/> \$38,590 71
July 1, 1873.....	By balance.....	<hr/> \$17,415 71

SOLDIERS' RELIEF INTEREST FUND.

Cr.

July 1, 1871.....	By balance.....	\$1,686 87
June 30, 1872....	By receipts.....	93,423 20
		<hr/> \$95,110 07
July 1, 1872.....	By balance.....	\$30 76
June 30, 1873...	By receipts.....	28,905 23
		<hr/> \$28,935 99
July 1, 1873.....	By balance.....	<hr/> \$12,853 49

PACIFIC RAILROAD FUND.

Dr.

June 30, 1872....	To warrants issued.....	\$105,000 00
June 30, 1872....	To transfer to General Fund.....	85,287 14
June 30, 1872....	To balance.....	61 52
		<u>\$190,348 66</u>
June 30, 1873....	To warrants issued.....	\$105,000 00
June 30, 1873....	To balance.....	1,039 54
		<u>\$106,039 54</u>

STATE PRISON BUILDING FUND.

Dr.

June 30, 1872....	To warrants issued.....	\$69,781 97
June 30, 1872....	To balance.....	64
		<u>\$69,782 61</u>
June 30, 1873....	To warrants issued	\$5,181 16
		<u>\$5,181 16</u>

PACIFIC RAILROAD FUND.

Cr.

July 1, 1871.....	By balance.....	\$3,910 96
June 30, 1872....	By receipts.....	186,437 70
		<u>\$190,348 66</u>
July 1, 1872.....	By balance.....	\$61 52
June 30, 1873....	By receipts.....	105,978 02
		<u>\$106,039 54</u>
July 1, 1873.....	By balance.....	<u>\$1,039 54</u>

STATE PRISON BUILDING FUND.

Cr.

July 1, 1871.....	By balance	\$6 65
June 30, 1872....	By receipts.....	69,775 96
		<u>\$69,782 61</u>
July 1, 1872.....	By balance.....	64
June 30, 1873....	By receipts.....	\$5,180 52
		<u>\$5,181 16</u>

STATE NORMAL SCHOOL BUILDING FUND.

DR.

July 1, 1871.....	To balance.....	\$43,794 00
June 30, 1872....	To warrants issued.....	2,720 25
June 30, 1872....	To balance.....	31 26
		<hr/> \$46,545 51 <hr/>
June 30, 1873....	To warrants issued.....	\$152,688 06
		<hr/> \$152,688 06 <hr/>
July 1, 1873.....	To balance.....	\$83,460 40

STATE SCHOOL LAND FUND.

DR.

July 1, 1871...	To balance.....	\$13 90
June 30, 1872...	To warrants issued.....	8,288 61
June 30, 1872...	To certificate of transfer.....	447 90
June 30, 1872...	To balance.....	91,148 19
		<hr/> \$99,898 60 <hr/>
June 30, 1873...	To warrants issued	\$13,927 08
June 30, 1873...	To purchase of bonds for School Fund..	220,000 00
June 30, 1873...	To certificates of transfer.....	520 13
June 30, 1873...	To balance	30,423 59
		<hr/> \$264,870 80 <hr/>

STATE NORMAL SCHOOL BUILDING FUND.

Cr.

June 30, 1872....	By receipts.....	\$46,545 11
June 30, 1872....	By error discovered in adjusting the Funds under Act of February 20, 1872.....	40
		<hr/> \$46,545 51
July 1, 1872.....	By balance.....	\$31 26
June 30, 1873....	By receipts.....	69,196 40
June 30, 1873....	By balance.....	83,460 40
		<hr/> \$152,688 06

STATE SCHOOL LAND FUND.

Cr.

June 30, 1872...	By receipts.....	\$99,801 63
June 30, 1872...	By warrants canceled under Act of Feb- ruary 20, 1872.....	96 97
		<hr/> \$99,898 60
July 1, 1872...	By balance.....	\$91,148 19
June 30, 1873...	By receipts.....	173,722 61
		<hr/> \$264,870 80
July 1, 1873...	By balance.....	\$30,423 59

UNIVERSITY FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$7,641 87
June 30, 1872...	To balance.....	3,178 02
		<hr/>
		\$10,819 89
		<hr/>
June 30, 1873...	To warrants issued.....	\$26,368 91
June 30, 1873...	To balance.....	209 21
		<hr/>
		\$26,578 12
		<hr/>

UNIVERSITY ENDOWMENT FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$65,500 00
June 30, 1872...	To balance.....	134,500 00
		<hr/>
		\$200,000 00
		<hr/>
June 30, 1873...	To warrants issued.....	\$334,500 00
		<hr/>
		\$334,500 00
		<hr/>

ESTATES OF DECEASED PERSONS' FUND.

Dr.

June 30, 1872...	To transfer to General Fund.....	\$6,141 49
		<hr/>
		\$6,141 49
		<hr/>
June 30, 1873...	To balance.....	\$6,141 49
		<hr/>
		\$6,141 49
		<hr/>

UNIVERSITY FUND.

Cr.

July 1, 1871...	By balance.....	\$3,928 00
June 30, 1872...	By receipts.....	2,866 89
June 30, 1872...	By interest on bonds held in trust.....	4,025 00
		<hr/> \$10,819 89
July 1, 1872...	By balance.....	\$3,178 02
June 30, 1873...	By receipts.....	3,420 42
June 30, 1873...	By interest on bonds held in trust.....	12,667 50
June 30, 1873...	By transfer from General Fund.....	7,312 18
		<hr/> \$26,578 12
July 1, 1873...	By balance.....	<hr/> \$209 21

UNIVERSITY ENDOWMENT FUND.

Cr.

June 30, 1872...	By transfer from General Fund.....	\$200,000 00
		<hr/> \$200,000 00
July 1, 1872...	By balance.....	\$134,500 00
June 30, 1873...	By transfer from General Fund.....	200,000 00
		<hr/> \$334,500 00

ESTATES OF DECEASED PERSONS' FUND.

Cr.

July 1, 1871...	By balance.....	\$5,503 39
June 30, 1872...	By receipts.....	638 10
		<hr/> \$6,141 49
April 30, 1873...	By transfer from General Fund.....	\$6,141 49
		<hr/> \$6,141 49
July 1, 1873...	By balance.....	<hr/> \$6,141 49

SOLDIERS' BOUNTY FUND.

Dr.

June 30, 1872....	To balance.....	\$5,851 21
		<u>\$5,851 21</u>
June 30, 1873 ...	To errors discovered in adjusting Funds under Act of February 20, 1872.....	\$61 50
June 30, 1873....	To balance.....	5,990 71
		<u>\$6,052 21</u>

SOLDIERS' RELIEF FUND.

Dr.

June 30, 1872....	To warrants issued.....	\$80 33
June 30, 1872....	To balance.....	1,906 34
		<u>\$1,986 67</u>
June 30, 1873....	To errors discovered in adjusting Funds under Act of February 20, 1872.....	\$30 66
June 30, 1873....	To balance.....	1,970 18
		<u>\$2,000 84</u>

SOLDIERS' BOUNTY FUND.

CR.

July 1, 1871.....	By balance.....	\$3,663 88
June 30, 1872....	By warrants canceled under Act of February 20, 1872.....	2,187 33
		<u>\$5,851 21</u>
July 1, 1872.....	By balance.....	\$5,851 21
June 30, 1873....	By errors discovered in adjusting Funds under Act of February 20, 1872.....	1 00
June 30, 1873....	By warrants canceled under Act of February 20, 1872.....	200 00
		<u>\$6,052 21</u>
July 1, 1873.....	By balance.....	<u>\$5,990 71</u>

SOLDIERS' RELIEF FUND.

CR.

June 30, 1872....	By warrants canceled under Act of February 20, 1872.....	\$1,986 67
		<u>\$1,986 67</u>
July 1, 1872.....	By balance.....	\$1,906 34
June 30, 1873....	By errors discovered in adjusting Funds under Act of February 20, 1872.....	94 50
		<u>\$2,000 84</u>
July 1, 1873.....	By balance.....	<u>\$1,970 18</u>

HOSPITAL FUND.

DR.

June 30, 1872....	To transfer to General Fund.....	\$4,795 52
June 30, 1872....	To errors discovered in adjusting Funds under Act of February 20, 1872	5 00
June 30, 1872....	To balance.....	65 60
		<hr/> \$4,866 12
June 30, 1873....	To warrants issued.....	\$5,242 97
June 30, 1873....	To balance.....	58 15
		<hr/> \$5,301 12

INSANE ASYLUM FUND.

DR.

June 30, 1872....	To warrants issued.....	\$103 38
		<hr/> \$103 38

INSANE ASYLUM SPECIAL FUND.

DR.

June 30, 1873....	To warrants issued.....	\$80,878 44
June 30, 1873....	To balance.....	72,644 72
		<hr/> \$153,523 16

HOSPITAL FUND.

Cr.

July 1, 1871.....	By balance.....	\$732 00
June 30, 1872....	By receipts.....	3,864 60
June 30, 1872....	By warrants canceled under Act of February 20, 1872.....	269 52
		<hr/> \$4,866 12
July 1, 1872.....	By balance.....	\$65 60
June 30, 1873....	By receipts.....	440 00
June 30, 1873....	By transfer from General Fund.....	4,795 52
		<hr/> \$5,301 12
July 1, 1873.....	By balance.....	<hr/> \$58 15

INSANE ASYLUM FUND.

Cr.

July 1, 1871.....	By balance.....	\$11 97
June 30, 1872....	By receipts.....	91 41
		<hr/> \$103 38

INSANE ASYLUM SPECIAL FUND.

Cr.

June 30, 1873...	By receipts.....	\$153,523 16
		<hr/> \$153,523 16
July 1, 1873.....	By balance.....	<hr/> \$72,644 72

STATE CAPITOL BONDS INTEREST AND SINKING FUND
OF 1870.

Dr.

June 30, 1872...	To warrants issued	\$17,500 00
June 30, 1872...	To transfer to General Fund.....	38,871 87
June 30, 1872...	To balance.....	10 78
		<hr/> \$56,382 65
June 30, 1873...	To warrants issued.....	\$17,500 00
June 30, 1873...	To balance.....	39,318 69
		<hr/> \$56,818 69

LINE OFFICERS' FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$732 29
June 30, 1872...	To balance.....	667 67
		<hr/> \$1,399 96
June 30, 1873...	To balance.....	\$667 67
		<hr/> \$667 67

STATE CAPITOL BONDS INTEREST AND SINKING FUND
OF 1870.

CR.

July 1, 1871.....	By balance.....	\$21,494 30
June 30, 1872...	By receipts.....	34,888 35
		<hr/> \$56,382 65 <hr/>
July 1, 1872.....	By balance.....	\$10 78
June 30, 1873...	By receipts.....	17,936 04
June 30, 1873...	By transfer from General Fund.....	38,871 87
		<hr/> \$56,818 69 <hr/>
July 1, 1873.....	By balance.....	\$39,318 69

LINE OFFICERS' FUND.

CR.

July 1, 1871.....	By balance.....	\$1,363 39
June 30, 1872...	By warrants canceled under Act of February 20, 1872.....	36 57
		<hr/> \$1,399 96 <hr/>
July 1, 1872.....	By balance.....	\$667 67
		<hr/> \$667 67 <hr/>
July 1, 1873.....	By balance.....	\$667 67

STATE LIBRARY FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$5,505 66
June 30, 1872...	To balance.....	7,604 43
		<u>\$13,110 09</u>
June 30, 1873...	To warrants issued.....	\$5,107 81
June 30, 1873...	To balance.....	8,545 57
		<u>\$13,653 38</u>

SUPREME COURT LIBRARY FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$555 00
June 30, 1872...	To balance.....	1,905 00
		<u>\$2,460 00</u>
June 30, 1873...	To warrants issued.....	\$2,077 35
June 30, 1873...	To balance.....	1,378 65
		<u>\$3,456 00</u>

STATE LIBRARY FUND.

Cr.

July 1, 1871....	By balance	\$3,865 59
June 30, 1872...	By receipts.....	8,644 50
June 30, 1872...	By transfer from General Fund	600 00
		<hr/> \$13,110 09 <hr/>
July 1, 1872....	By balance.....	\$7,604 43
June 30, 1873...	By receipts.....	6,048 95
		<hr/> \$13,653 38 <hr/>
July 1, 1873....	By balance.....	\$8,545 57

SUPREME COURT LIBRARY FUND.

Cr.

July 1, 1871...	By balance.....	\$335 00
June 30, 1872...	By receipts.....	2,125 00
		<hr/> \$2,460 00 <hr/>
July 1, 1872...	By balance.....	\$1,905 00
June 30, 1873...	By receipts.....	1,551 00
		<hr/> \$3,456 00 <hr/>
July 1, 1873...	By balance.....	\$1,378 65

WHARF AND DOCK FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$53,944 40
June 30, 1872...	To balance.....	51,608 53
		<hr/> \$105,552 93
June 30, 1873...	To warrants issued.....	\$80,640 29
June 30, 1873...	To balance.....	54,252 45
		<hr/> \$134,892 74

HARBOR PROTECTION FUND.

Dr.

June 30, 1872...	To balance.....	\$68,356 80
		<hr/> \$68,356 80
June 30, 1873...	To balance.....	\$68,356 80
		<hr/> \$68,356 80

WAR BOND FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$60 65
June 30, 1872...	To balance.....	8,975 56
		<hr/> \$9,036 21
June 30, 1873...	To warrants issued.....	\$47 16
June 30, 1873...	To balance.....	8,928 40
		<hr/> \$8,975 56

WHARF AND DOCK FUND.

Cr.

July 1, 1871...	By balance.....	\$56,121 33
June 30, 1872...	By receipts.....	49,431 60
		<u>\$105,552 93</u>
July 1, 1872...	By balance.....	\$51,608 53
June 30, 1873...	By receipts.....	83,284 21
		<u>\$134,892 74</u>
July 1, 1873...	By balance.....	<u>\$54,252 45</u>

HARBOR PROTECTION FUND.

Cr.

July 1, 1871...	By balance	\$761 92
June 30, 1872...	By receipts.....	67,594 88
		<u>\$68,356 80</u>
July 1, 1872...	By balance.....	\$68,356 80
		<u>\$68,356 80</u>
July 1, 1873...	By balance.....	<u>\$68,356 80</u>

WAR BOND FUND.

Cr.

July 1, 1871...	By balance.....	\$9,036 21
		<u>\$9,036 21</u>
July 1, 1872...	By balance	\$8,975 56
		<u>\$8,975 56</u>
July 1, 1873...	By balance.....	<u>\$8,928 40</u>

SWAMP LAND FUND.

DR.

June 30, 1872...	To balance.....	\$3,990 15
		<u>\$3,990 15</u>
June 30, 1873...	To errors discovered in adjusting Funds under Act of February 20, 1872.....	\$1,244 36
June 30, 1873...	To balance.....	3,989 68
		<u>\$5,234 04</u>

SWAMP LAND DISTRICT No. 6 FUND.

DR.

June 30, 1872...	To balance.....	\$1,757 00
		<u>\$1,757 00</u>
June 30, 1873...	To balance.....	\$1,757 00
		<u>\$1,757 00</u>

SWAMP LAND DISTRICT No. 7 FUND.

DR.

June 30, 1872...	To balance	\$23 70
		<u>\$23 70</u>
June 30, 1873...	To balance.....	\$23 70
		<u>\$23 70</u>

SWAMP LAND FUND.

CR.

July 1, 1871.....	By balance.....	\$525 56
June 30, 1872...	By receipts.....	12 48
June 30, 1872...	By warrants canceled.....	3,452 11
		<hr/> \$3,990 15
July 1, 1872.....	By balance.....	\$3,990 15
June 30, 1873...	By warrants canceled.....	17 50
June 30, 1873...	By errors discovered in adjusting Funds	1,226 39
		<hr/> \$5,234 04
July 1, 1873.....	By balance.....	\$3,989 68

SWAMP LAND DISTRICT No. 6 FUND.

CR.

July 1, 1871.....	By balance.....	\$1,757 00
		<hr/> \$1,757 00
July 1, 1872.....	By balance.....	\$1,757 00
		<hr/> \$1,757 00
July 1, 1873.....	By balance.....	\$1,757 00

SWAMP LAND DISTRICT No. 7 FUND.

CR.

July 1, 1871.....	By balance.....	\$23 70
		<hr/> \$23 70
July 1, 1872.....	By balance.....	\$23 70
		<hr/> \$23 70
July 1, 1873.....	By balance.....	\$23 70

SWAMP LAND DISTRICT No. 17 FUND.

Dr.

July 1, 1871.....	To balance.....	\$409 12
		<u>\$409 12</u>
July 1, 1872.....	To balance.....	\$409 12
		<u>\$409 12</u>
July 1, 1873.....	To balance.....	\$409 12

SWAMP LAND DISTRICT No. 18 FUND.

Dr.

June 30, 1872...	To warrants issued.....	\$1,500 14
June 30, 1872...	To balance.....	13,972 84
		<u>\$15,472 98</u>
June 30, 1873...	To warrants issued.....	\$7,086 28
June 30, 1873...	To balance.....	11,590 41
		<u>\$18,676 69</u>

SWAMP LAND DISTRICT No. 45 FUND.

Dr.

June 30, 1872...	To balance.....	\$9,742 76
		<u>\$9,742 76</u>
June 30, 1873...	To balance.....	\$9,742 76
		<u>\$9,742 76</u>

SWAMP LAND DISTRICT No. 17 FUND.

Cr.

June 30, 1872...	By balance.....	\$409 12
		<u>\$409 12</u>
June 30, 1873...	By balance.....	\$409 12
		<u>\$409 12</u>

SWAMP LAND DISTRICT No. 18 FUND.

Cr.

July 1, 1871...	By balance.....	\$286 72
June 30, 1872...	By receipts.....	198 78
June 30, 1872...	By transfer from receipts account.....	\$14,987 48
		<u>\$15,472 98</u>
July 1, 1872...	By balance.....	\$13,972 84
June 30, 1873...	By receipts.....	4,703 85
		<u>\$18,676 69</u>
July 1, 1873...	By balance.....	\$11,590 41

SWAMP LAND DISTRICT No. 45 FUND.

Cr.

July 1, 1871...	By balance.....	\$9,742 76
		<u>\$9,742 76</u>
July 1, 1872...	By balance.....	\$9,742 76
		<u>\$9,742 76</u>
July 1, 1873...	By balance.....	\$9,742 76

SWAMP LAND DISTRICT No. 46 FUND.

Dr.

June 30, 1872...	To balance.....	\$1,137 98
		\$1,137 98
June 30, 1873...	To balance.....	\$1,137 98
		\$1,137 98

SWAMP LAND DISTRICT No. 48 FUND. .

Dr.

June 30, 1872...	To balance.....	\$22 50
		\$22 50
June 30, 1873...	To balance.....	\$22 50
		\$22 50

SWAMP LAND DISTRICT No. 51 FUND.

Dr.

June 30, 1872....	To balance.....	\$34 08
		\$34 08
June 30, 1873....	To balance.....	\$34 08
		\$34 08

SWAMP LAND DISTRICT No. 46 FUND.

Cr.

July 1, 1871...	By balance.....	\$1,137 98
		\$1,137 98
July 1, 1872...	By balance.....	\$1,137 98
		\$1,137 98
July 1, 1873...	By balance.....	\$1,137 98
		\$1,137 98

SWAMP LAND DISTRICT No. 48 FUND.

Cr.

July 1, 1871...	By balance.....	\$22 50
		\$22 50
July 1, 1872...	By balance.....	\$22 50
		\$22 50
July 1, 1873...	By balance.....	\$22 50
		\$22 50

SWAMP LAND DISTRICT No. 51 FUND.

Cr.

July 1, 1871.....	By balance.....	\$34 08
		\$34 08
July 1, 1872.....	By balance.....	\$34 08
		\$34 08
July 1, 1873.....	By balance.....	\$34 08
		\$34 08

SWAMP LAND DISTRICT No. 59 FUND.

DR.

June 30, 1872....	To balance.....	\$411 51
		\$411 51
June 30, 1873....	To balance.....	\$411 51
		\$411 51

SWAMP LAND DISTRICT No. 66 FUND.

DR.

Oct. 5, 1871.....	To amount certified to San Joaquin County, under Act of March 28th, 1868.....	\$5,742 81
		\$5,742 81

ELECTION REWARD FUND.

DR.

June 30, 1872....	To balance.....	\$8 40
		\$8 40
June 30, 1873....	To balance.....	\$242 40
		\$242 40

SWAMP LAND DISTRICT No. 59 FUND.

Cr.

July 1, 1871.....	By balance.....	\$411 51
		\$411 51
July 1, 1872.....	By balance.....	\$411 51
		\$411 51
July 1, 1873.....	By balance	\$411 51

SWAMP LAND DISTRICT No. 66 FUND.

Cr.

Oct. 5, 1871.....	By lands sold but not paid for, as appears by certificate of Register of State Land Office.....	\$5,742 81
		\$5,742 81

ELECTION REWARD FUND.

Cr.

June 30, 1872....	By receipts.....	\$8 40
		\$8 40
July 1, 1872.....	By balance.....	\$8 40
June 30, 1873....	By receipts.....	234 00
		\$242 40
July 1, 1873.....	By balance.....	\$242 40

STATE CAPITOL BONDS INTEREST AND SINKING FUND
OF 1872.

Dr.

June 30, 1873....	To warrants issued.....	\$17,500 00
		<hr/>
		\$17,500 00
		<hr/>

CONSOLIDATED BALANCE SHEET.

Dr.

June 30, 1872....	To warrants issued.....	\$3,062,162 99
June 30, 1872....	To transfers.....	434,418 33
June 30, 1872....	To certificates of transfer.....	551 90
June 30, 1872....	To errors.....	5 04
June 30, 1872....	To balance.....	322,300 62
		<hr/>
		\$3,819,438 88
		<hr/>
June 30, 1873...	To warrants issued.....	\$3,304,055 30
June 30, 1873....	To transfers.....	259,282 02
June 30, 1873....	To certificates of transfer.....	520 13
June 30, 1873....	To purchase of bonds.....	220,000 00
June 30, 1873....	To errors.....	70,637 79
June 30, 1873....	To balance.....	579,495 86
		<hr/>
		\$4,433,991 10
		<hr/>

STATE CAPITOL BONDS INTEREST AND SINKING FUND OF 1872.

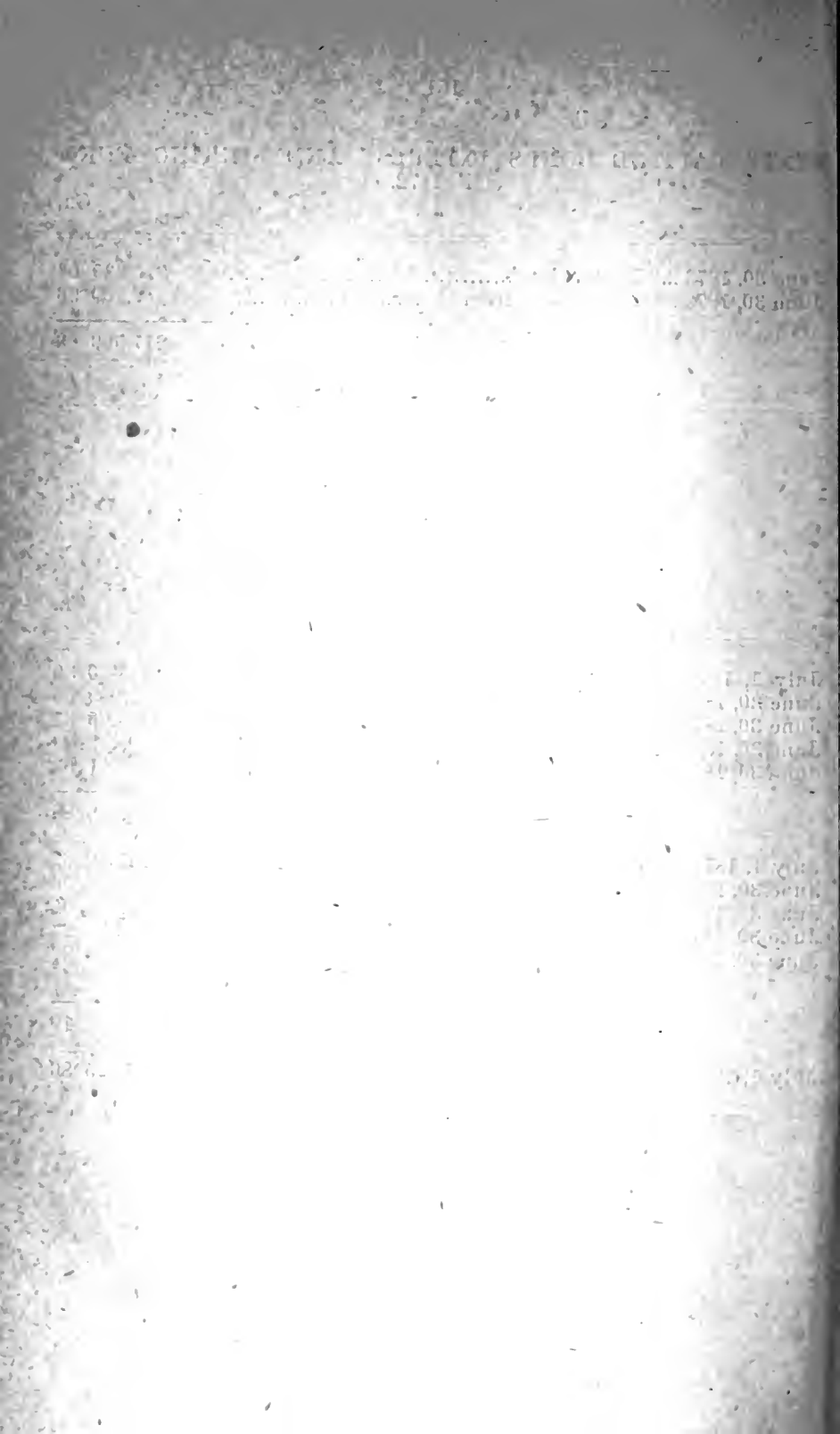
Cr.

June 30, 1873....	By receipts.....	\$15,339 04
June 30, 1873....	By transfer from General Fund.....	2,160 96
		<u>\$17,500 00</u>

CONSOLIDATED BALANCE SHEET.

Cr.

July 1, 1871....	By balance.....	\$254,480 39
June 30, 1872....	By receipts.....	3,106,099 56
June 30, 1872....	By transfers.....	449,405 81
June 30, 1872....	By warrants canceled	9,442 09
June 30, 1872....	By errors	11 03
		<u>\$3,819,438 88</u>
July 1, 1872.....	By balance.....	\$322,300 62
June 30, 1873....	By receipts... ..	3,779,542 96
June 30, 1873....	By transfers.....	259,282 02
June 30, 1873....	By warrants canceled	955 23
June 30, 1873....	By errors.....	71,910 27
		<u>\$4,433,991 10</u>
July 1, 1873.....	By balance.....	\$579,495 86



Financial Reports of Counties for 1871 and 1872.

[V] FINANCIAL REPORT FOR THE YEAR EIGHTEEN HUNDRED AND SEVENTY-ONE.

COUNTIES.	Funded debt.	Floating debt.	Rate of interest.	Value of property owned by county.	Cash in hands of County Treasurer.	Value of real estate.
Alameda	\$52,000 00	\$69,954 34	10	\$50,000 00	\$16,861 13	\$10,222,441 00
Alpine .....	.....	27,124 91	7 & 10	4,200 00	1,116 94	235,367 00
Amador .....	.....	190,546 00	9	30,000 00	.....	1,410,505 00
Butte	226,878 15	.....	10	24,000 00	13,238 99	2,614,144 00
Calaveras	204,171 10	34,000 00	8 & 10	18,300 00	890 00	582,565 00
Colusa	17,400 00	58,546 00	10	30,000 00	37,223 71	2,621,157 00
Contra Costa	10,630 00	20,501 14	10	25,000 00	26,988 69	2,197,989 00
Del Norte .....	.....	12,482 33	7	4,000 00	6,000 00	215,291 00
El Dorado .....	.....	237,652 59	7 & 10	20,000 00	36,777 02	1,126,825 00
Fresno .....	.....	7,037 57	10	25,300 00	8,221 78	1,801,642 00
Humboldt .....	.....	24,395 43	10	15,000 00	12,902 73	1,286,425 00
Inyo	16,997 64	19,878 10	7 & 10	16,500 00	1,847 06	260,787 00
Kern	6,400 00	21,781 94	10	7,900 00	2,833 23	852,679 95
Klamath	6,255 39	13,051 01	7 & 10	2,000 00	3,289 35	113,095 00
Lake .....	.....	.....	.....	.....	.....	661,070 00
Lassen	31,175 59	.....	7 & 10	8,250 00	9,284 99	205,250 00
Los Angeles .....	.....	280,609 75	7 & 10	35,000 00	35,282 47	4,445,524 00
Marin .....	.....	.....	.....	.....	.....	2,949,350 00
Mariposa .....	.....	74,762 72	7 & 10	23,300 00	3,238 57	674,225 00
Mendocino	30,263 64	23,579 07	7 & 10	10,000 00	9,277 02	1,218,489 00
Merced .....	.....	.....	.....	.....	22,938 06	2,269,400 00
Mono .....	.....	20,223 80	7 & 10	13,300 00	2,334 92	127,115 00
Monterey .....	.....	.....	.....	15,000 00	4,981 68	2,311,166 35
Napa	228,000 00	98,750 39	7 & 10	240,000 00	4,638 48	3,017,711 00
Nevada .....	.....	97,000 00	10	81,500 00	8,800 00	3,551,764 00
Placer	16,000 00	3,263 58	7 & 8	22,013 63	5,761 05	2,261,432 00
Plumas	45,000 00	32,833 29	7 & 10	21,000 00	9,308 44	890,225 00
Sacramento	572,600 00	154,704 37	6 & 8	301,800 00	78,569 85	6,616,865 00
San Bernardino	14,929 10	1,100 00	7	5,500 00	8,470 13	678,414 00

[V] FINANCIAL REPORT FOR THE YEAR 1871—Continued.

COUNTIES.	Value of person- al property.	Total value of property.	RATE OF TAXATION ON EACH \$100.			Amount of tax.	Remarks.	
			State.		County.			Total.
Alameda.....	\$2,170,882 00	\$12,333,326 00	86½	\$1 35	\$2 21½	\$269,478 16	.....
Alpine.....	152,193 00	387,560 00	86½	2 40	3 26½	12,664 21	.....
Anaador.....	720,425 00	2,130,930 00	86½	2 05	2 91½	62,393 22	.....
Butte.....	1,485,352 00	4,099,796 00	86½	1 83½	2 70	106,594 70	.....
Calaveras.....	506,041 00	1,088,606 00	86½	3 73½	4 60	50,075 87	.....
Colusa.....	1,785,392 00	4,406,549 00	86½	1 29	2 15½	94,961 12	.....
Contra Costa.....	1,052,322 00	3,250,311 00	86½	1 83½	2 70	87,758 40	.....
Del Norte.....	262,286 00	477,577 00	86½	1 84	2 70½	12,894 58	.....
El Dorado.....	1,041,698 00	2,168,523 00	86½	1 98	2 84½	61,802 90	.....
Fresno.....	1,527,516 00	3,329,158 00	86½	1 25	2 11½	70,412 65	.....
Humboldt.....	1,246,486 00	2,532,911 00	86½	1 68	2 54½	64,473 56	.....
Inyo.....	559,498 00	820,285 00	86½	2 13½	3 00	24,608 55	.....
Kern.....	1,321,713 50	2,174,393 45	86½	1 36½	2 23	51,859 28	.....
Klamath.....	322,979 00	436,074 00	86½	2 43½	3 30	14,390 47	.....
Lake.....	345,745 00	1,006,815 00	86½	.....	.....	36,245 78	.....
Lassen.....	438,127 00	643,377 00	86½	1 83½	2 70	17,371 17	.....
Los Angeles.....	1,912,498 00	6,358,922 00	86½	1 88½	2 75	174,845 60	.....
Marin.....	922,737 00	3,272,087 00	86½	.....	.....	84,627 76	.....
Mariposa.....	560,249 00	1,231,474 00	86½	2 13½	3 00	37,034 22	.....
Mendocino.....	1,595,702 00	2,811,191 00	86½	2 04½	2 91	81,892 96	.....
Merced.....	896,803 00	3,166,203 00	86½	1 17	2 03½	72,487 65	.....
Mono.....	205,626 00	332,741 00	86½	1 53½	2 40	7,985 77	.....
Monterey.....	1,421,069 00	3,732,235 48	86½	1 75½	2 62	97,784 65	.....
Napa.....	872,745 00	3,890,456 00	86½	2 23½	3 10	134,684 44	.....
Nevada.....	1,629,823 00	5,181,587 00	86½	1 23½	2 10	108,813 32	.....
Placer.....	1,887,733 00	4,149,185 00	86½	38½	1 85	76,759 91	.....
Plumas.....	625,238 00	1,515,463 00	86½	2 03½	2 90	43,954 22	.....
Sacramento.....	4,475,185 00	11,092,650 00	86½	1 60½	2 47	260,529 55	.....
San Bernardino.....	388,641 00	1,067,655 00	86½	1 45	2 31½	25,531 90	.....
San Diego.....	990,469 12	2,539,957 02	86½	2 00	2 86½	72,487 65	.....

San Francisco.....	28,000,988 85	104,991,359 85	86½	2 10½	2 97	3,118,243 39	.....
San Joaquin.....	2,195,500 00	8,994,300 00	86½	1 24½	2 11	209,898 60	.....
San Luis Obispo.....	819,997 00	2,252,339 00	86½	1 53½	2 40	53,575 53	.....
San Mateo.....	359,554 00	1,996,311 00	86½	1 05½	1 92	71,947 67	.....
Santa Barbara.....	858,870 00	2,882,526 87	86½	1 20	2 06½	59,460 36	.....
Santa Clara.....	2,984,136 00	12,124,325 00	86½	1 60	2 46½	279,450 09	.....
Santa Cruz.....	515,307 00	2,276,704 00	86½	2 11	2 97½	67,731 93	.....
Shasta.....	760,823 59	1,212,696 59	86½	1 75	2 61½	31,712 02	.....
Sierra.....	895,858 00	2,071,613 00	86½	1 97½	1 84	57,880 16	.....
Siskiyou.....	1,434,020 00	2,221,455 00	86½	1 40	2 26½	50,315 95	.....
Solano.....	1,335,706 00	6,008,861 50	86½	1 99½	2 86	178,572 43	.....
Sonoma.....	2,712,353 00	7,394,339 00	86½	1 53½	2 40	191,144 13	.....
Stanislaus.....	862,187 00	3,097,971 00	86½	1 01	1 87½	57,778 20	.....
Sutter.....	1,000,015 00	2,595,867 00	86½	1 13½	2 00	51,917 34	.....
Tehama.....	1,176,415 00	2,305,642 00	86½	.....	.....	54,528 42	.....
Trinity.....	462,083 00	519,108 00	86½	1 86	2 72½	14,145 69	.....
Tulare.....	1,571,587 00	2,989,738 00	86½	1 20	2 06½	62,466 18	.....
Tuolumne.....	559,006 00	1,183,542 00	86½	3 43½	4 30	50,892 30	.....
Yolo.....	1,710,065 00	4,533,870 00	86½	1 33½	2 20	114,176 53	.....
Yuba.....	1,634,575 00	3,973,660 00	86½	1 63½	2 50	100,116 50	.....
Totals.....	\$86,074,230 19	\$267,898,126 76	.....	.....	.....	\$7,193,057 64	.....

[V] FINANCIAL REPORT FOR THE YEAR EIGHTEEN HUNDRED AND SEVENTY-TWO.

COUNTIES.	Funded debt.	Floating debt.	Rate of interest.	Value of property owned by county.	Cash in hands of County Treasurer.	Value of real estate.
Alameda.....	\$69,000 00	\$84,221 74	10	\$52,000 00	\$20,329 12	\$30,236,266 00
Alpine.....	.....	23,514 88	10	3,000 00	2,465 17	283,545 00
Amador.....	.....	208,884 58	.....	30,000 00	9,157 94	2,165,720 00
Butte.....	224,310 00	.....	10	24,000 00	25,660 54	4,165,337 00
Calaveras.....	121,000 00	36,895 71	8 & 10	19,500 00	8,000 00	730,714 00
Colusa.....	17,500 00	86,000 00	10	30,000 00	37,389 04	5,660,473 00
Contra Costa.....	1,625 00	65,965 34	10	25,000 00	22,883 10	5,774,043 00
Del Norte.....	.....	12,169 96	7	3,000 00	6,212 81	361,232 00
El Dorado.....	.....	227,578 20	7 & 10	20,000 00	3,238 97	1,334,022 00
Fresno.....	.....	7,811 93	10	26,000 00	59,076 88	3,221,677 00
Humboldt.....	.....	17,384 28	10	15,000 00	9,716 12	2,585,131 00
Inyo.....	9,000 00	30,525 02	10	.....	8,156 71	503,773 00
Kern.....	.....	33,307 33	10	7,900 00	3,738 61	1,305,994 85
Klamath.....	5,255 33	16,279 16	7	2,500 00	3,422 26	333,690 00
Lake.....	41,000 00	.....	7, 8, & 12	26,000 00	12,914 05	1,221,042 00
Lassen.....	28,875 88	13,039 91	7 & 10	8,000 00	13,107 86	284,875 00
Los Angeles.....	245,600 00	.....	7	40,000 00	16,362 12	7,044,484 00
Marin.....	110,000 00	10,000 00	8 & 10	46,000 00	46,140 54	7,244,677 00
Mariposa.....	.....	47,190 91	7	20,200 00	262 22	808,304 00
Mendocino.....	79,263 64	70,258 62	9 & 10	50,000 00	23,989 71	2,844,348 00
Merced.....	.....	30,466 36	7 & 10	10,000 00	32,895 03	5,341,103 00
Mono.....	.....	20,222 42	7 & 10	5,000 00	3,325 27	178,935 00
Monterey.....	.....	11,604 00	.....	.....	.....	7,899,104 00
Napa.....	228,000 00	113,355 00	7 & 10	240,000 00	18,552 72	6,038,320 00

Nevada.....	96,649 28	10	81,000 00	3,907 78	5,360,801 00
Placer.....	.....	8	22,013 63	13,730 67	5,654,314 00
Plumas.....	.....	7 & 10	17,600 00	14,482 91	1,269,370 00
Sacramento.....	16,180 00	6 & 8	301,800 00	53,295 46	15,964,990 00
San Bernardino.....	.....	10	5,000 00	7,396 60	1,016,859 00
San Diego.....	98,427 14	7 & 10	58,600 60	1,414 68	1,795,204 00
San Francisco.....	.....	6 & 7	6,230,000 00	316,776 22	180,571,640 00
San Joaquin.....	13,500 00	7, 8, & 10	196,000 00	80,837 64	15,195,527 00
San Luis Obispo.....	.....	10	49,000 00	53,326 15	2,681,355 00
San Mateo.....	11,000 00	10	6,000 00	41,096 29	9,168,782 00
Santa Barbara.....	.....	7	30,000 00	18,820 00	4,203,522 00
Santa Clara.....	80,165 00	10	277,000 00	133,411 59	24,016,350 00
Santa Cruz.....	8,733 00	10	59,678 00	11,531 00	4,999,390 00
Shasta.....	59,414 45	7 & 10	16,600 00	10,000 85	601,870 00
Sierra.....	40,606 37	10	6,000 00	5,572 79	1,483,675 00
Siskiyou.....	163,304 00	10	11,250 00	11,541 88	1,415,503 00
Solano.....	97,250 00	7 & 10	25,700 00	43,111 30	8,890,639 00
Sonoma.....	13,223 43	7, 8, & 10	135,000 00	235,341 00	14,070,538 00
Stanislaus.....	266,545 11	7, 9, & 10	102,000 00	40,457 32	4,947,407 00
Sutter.....	34,000 00	6, 7, & 10	50,000 00	44,672 97	3,611,330 00
Tehama.....	70,059 73	7 & 10	13,000 00	14,851 73	1,696,402 00
Trinity.....	41,026 05	10	3,000 00	3,506 51	308,523 00
Tulare.....	39,723 83	7 & 10	15,000 00	7,171 99	1,510,806 00
Tuolumne.....	120,598 53	7 & 10	28,000 00	10,832 22	726,660 00
Yolo.....	20,526 33	7	40,000 00	15,191 63	5,377,038 00
Yuba.....	.....	7 & 8	65,000 00	18,705 69	3,165,055 00
Totals.....	\$2,517,607 60	.....	\$8,548,241 63	\$1,607,981 66	\$417,290,499 85

FINANCIAL REPORT FOR THE YEAR 1872—Continued.

[V]

COUNTIES.	Value of per- sonal property.	Total value of property.	RATE OF TAXATION ON EACH \$100.			Amount of tax.	Remarks.
			State.	County.			
				Total.			
Alameda	\$7,090,330 00	\$37,326,596 00	50	50	\$1 00	\$329,633 72	Incorporated towns and cities, tax, 76 cents; Oakland and Alameda townships, tax, 96c.
Alpine	214,609 00	498,154 00	50	\$2 50	3 00	14,944 62	
Amador	1,021,030 00	3,186,750 00	50	1 85	2 35	77,531 16	
Butte	3,687,266 00	7,852,603 00	50	1 70	2 20	172,757 12	
Calaveras	780,175 00	1,510,889 00	50	3 00	3 50	54,710 74	
Colusa	2,885,759 00	8,546,232 00	50	1 10	1 60	136,739 71	
Contra Costa	1,849,227 00	7,623,270 00	50	1 00	1 50	114,349 04	
Del Norte	330,473 00	691,705 00	50	1 50	2 00	14,094 85	
El Dorado	1,106,665 00	2,440,687 00	50	2 10	2 60	63,457 80	
Fresno	1,927,378 00	5,149,055 00	50	75	1 25	69,537 54	
Humboldt	2,218,576 00	4,803,707 00	50	1 47	1 97	94,633 02	
Inyo	941,959 00	1,445,732 00	50	2 00	2 50	36,143 30	
Kern	1,441,216 56	2,747,211 41	50	1 27	1 77	48,625 64	
Klamath	298,119 00	631,809 00	50	2 15	2 65	16,742 94	
Lake	590,107 00	1,811,149 00	50	1 09	1 59	36,210 88	
Lassen	654,193 00	939,068 00	50	1 50	2 00	18,781 36	
Los Angeles	3,510,108 00	10,554,592 00	50	1 40	1 90	200,537 25	
Marin	2,173,491 00	9,418,168 00	50	62	1 12	103,483 48	
Mariposa	696,151 00	1,504,455 00	50	2 30	2 80	42,116 34	
Mendocino	2,660,246 00	5,504,594 00	50	1 12	1 62	88,811 28	
Merced	1,889,634 00	7,230,737 00	50	67	1 17	84,599 58	
Mono	283,470 00	462,405 00	50	1 90	2 40	11,097 72	
Monterey	3,354,040 00	11,253,204 00	50	67	1 17	131,662 50	
Napa	2,178,827 00	8,237,147 00	50	1 30	1 80	138,003 67	..... Tax in Napa City, \$2 10.
Nevada	2,700,113 00	8,060,914 00	50	1 10	1 60	129,088 38	
Placer	2,492,022 00	8,146,336 00	50	85	1 35	109,975 53	
Plumas	722,835 00	1,992,205 00	50	2 00	2 50	49,737 10	
Sacramento	12,987,370 00	28,952,360 00	50	78	1 28	395,339 78	..... Tax in Sacramento City, \$1 29.
San Bernardino	528,435 00	1,545,294 00	50	1 45	1 95	33,155 54	
San Diego	1,038,988 00	2,634,192 00	50	2 00	2 50	70,854 80	

San Francisco.....	108,011,616 90	288,583,256 90	50	1 00	1 50	4,328,748 85	.....
San Joaquin.....	5,327,459 00	20,522,986 00	50	1 55	1 05	248,743 29	.....
San Luis Obispo.....	1,658,723 00	4,340,108 00	50	1 25	1 75	75,950 33	.....
San Mateo.....	1,366,542 00	10,535,324 00	50	42	92	96,924 98	.....
Santa Barbara.....	1,967,823 00	6,171,345 00	50	75	1 25	77,141 81	.....
Santa Clara.....	7,306,076 00	31,322,426 00	50	70	1 20	344,139 58	.....
Santa Cruz	2,245,662 00	7,245,052 00	50	87½	1 37½	99,619 47	.....
Shasta.....	1,027,246 00	1,629,116 00	50	1 75	2 25	32,652 68	.....
Sierra	840,184 00	2,323,859 00	50	1 80	2 30	62,021 42	.....
Siskiyou.....	2,535,762 00	3,951,245 00	50	1 10	1 60	63,218 80	.....
Solano.....	2,800,462 00	11,691,091 00	50	1 10	1 60	200,202 03	.....
Sonoma.....	6,236,024 00	20,306,562 00	50	80	1 30	263,985 31	.....
Stanislaus	2,147,586 00	7,094,943 00	50	1 00	1 50	106,423 45	.....
Sutter.....	1,260,199 00	4,871,529 00	50	1 00	1 50	72,854 96	.....
Tehama.....	2,355,710 00	4,052,112 00	50	1 75	2 25	91,172 54	.....
Trinity	419,790 00	728,313 00	50	2 10	2 60	18,936 14	.....
Tulare.....	1,639,384 00	3,150,190 00	50	1 40	1 90	59,853 61	.....
Tuolumne	730,315 00	1,436,975 00	50	3 20	3 70	53,908 08	.....
Yolo.....	3,362,367 00	8,739,465 00	50	1 00	1 50	145,912 26	.....
Yuba.....	2,450,580 00	5,615,635 00	50	1 50	2 00	107,118 16	.....
Totals	\$219,942,323 46	\$637,232,823 31	.....	.....	.....	\$9,486,389 32	.....

AUDITOR'S STATEMENT FOR 1872 AND 1873.

AUDITOR'S STATEMENT

[VI]

Showing the number of acres of land, the value of real estate, the value of the improvements on real estate, the value of personal property exclusive of money, the amount of money, and the total value of all property, for the year eighteen hundred and seventy-two.

COUNTIES.	No. of acres of land.	Value of real estate.	Value of improvements on real estate.	Value of personal property exclusive of money.	Amount of money.	Total value of property.
Alameda	401,954	\$27,476,730 00	\$5,498,020 00	\$6,763,655 00	\$341,675 00	\$40,080,140 00
Alpine.....	32,117	134,810 00	148,735 00	193,558 00	21,051 00	498,154 00
Amador.....	114,701	1,312,853 00	852,267 00	957,418 00	63,512 00	3,180,050 00
Butte	335,067	3,486,758 00	1,098,225 00	2,486,188 00	102,853 00	7,174,024 00
Calaveras.....	126,101	236,381 00	494,383 00	766,783 00	13,392 00	1,510,939 00
Colusa.....	851,281	4,937,613 00	722,020 00	2,772,104 00	114,190 00	8,545,927 00
Contra Costa.....	420,433	4,869,742 00	821,060 00	1,782,528 00	49,085 00	7,520,615 00
Del Norte.....	39,910	173,227 00	187,690 00	313,488 00	15,295 00	680,800 00
El Dorado.....	173,313	407,581 00	913,448 00	931,598 00	179,130 00	2,431,757 00
Fresno	1,394,750	3,316,332 00	255,357 00	1,927,378 00	34,657 00	5,563,724 00
Humboldt.....	273,041	1,803,871 00	782,260 00	2,155,445 00	62,731 00	4,804,307 00
Inyo.....	35,232	257,757 00	247,036 00	918,850 00	23,109 00	1,440,732 00
Kern	670,782	1,069,102 85	236,892 00	1,419,642 94	21,573 00	2,747,211 41
Klamath	23,240	312,208 00	75,499 00	237,922 00	60,157 00	685,786 00
Lake	150,614	902,978 00	318,064 00	580,484 00	9,623 00	1,811,149 00
Lassen.....	72,980	125,388 00	149,962 00	653,181 00	9,425 00	938,056 00
Los Angeles.....	1,130,052	5,276,328 00	1,779,596 00	3,061,028 00	449,080 00	10,566,032 00
Marin.....	321,634	7,949,724 00	1,256,825 00	1,438,386 00	689,325 00	11,354,260 00
Mariposa.....	151,930	410,755 00	397,299 00	672,879 00	23,222 00	1,504,155 00
Mendocino.....	693,684	2,085,149 00	741,407 00	2,573,884 00	81,738 00	5,482,178 00
Merced	924,639	4,918,243 00	422,860 00	1,838,173 00	51,461 00	7,230,737 00
Monro.....	39,000	79,615 00	99,320 00	274,915 00	8,445 00	462,295 00

Monterey	996,238	7,790,210 00	887,975 00	8,315,988 00	38,052 00	12,032,225 00
Napa	306,505	4,264,775 00	1,794,000 00	2,131,080 00	45,132 00	8,235,587 00
Nevada	149,646	3,708,945 00	1,581,531 00	2,438,888 00	253,004 00	8,041,408 00
Placer	255,588	3,414,013 00	2,239,401 00	2,412,014 00	80,208 00	8,146,336 00
Plumas	90,310	949,830 00	319,540 00	680,910 00	41,925 00	1,992,205 00
Sacramento	596,982	8,672,094 00	7,280,395 00	12,610,535 00	329,252 00	28,892,276 00
San Bernardino	360,093	620,761 00	251,936 00	487,868 00	40,572 00	1,401,137 00
San Diego	835,197	1,438,002 00	264,433 00	665,088 00	118,042 00	2,505,565 00
San Francisco	7,443	142,092,860 00	37,590,155 00	62,968,141 68	9,848,870 65	252,500,027 33
San Joaquin	835,797	11,174,392 00	4,017,885 00	5,066,691 00	200,868 00	20,520,036 00
San Luis Obispo	1,028,032	1,855,007 00	257,153 00	1,636,826 00	21,597 00	3,770,583 00
San Mateo	244,871	8,001,864 00	1,198,415 00	1,362,015 00	10,568 00	10,572,802 00
Santa Barbara	1,266,206	3,530,049 00	715,351 00	1,944,406 00	23,417 00	6,213,223 00
Santa Clara	511,125	18,439,283 00	5,525,727 00	7,107,072 00	181,636 00	31,253,718 00
Santa Cruz	203,968	3,751,088 00	1,224,342 00	2,151,079 00	94,603 00	7,921,712 00
Shasta	75,553	363,462 00	237,633 00	970,880 00	52,684 00	1,624,659 00
Sierra	36,528	877,540 00	606,135 00	733,428 00	106,756 00	2,323,859 00
Si-kiyout	220,203	775,376 00	640,627 00	2,454,245 00	78,550 00	3,946,798 00
Solano	505,034	6,984,026 00	1,906,603 00	2,760,222 00	40,240 00	11,691,091 00
Sonoma	634,270	10,775,726 00	3,247,042 00	5,948,867 00	233,477 00	20,225,112 00
Stanislaus	675,087	4,221,904 00	714,284 00	2,153,160 00	5,645 00	7,094,993 00
Sutter	344,496	3,125,199 00	486,131 00	1,231,648 00	28,551 00	4,871,529 00
Tehama	246,744	1,690,302 00	420,715 00	1,829,005 00	105,800 00	4,052,112 00
Trinity	15,506	182,741 00	125,782 00	333,610 00	26,180 00	728,313 00
Tulare	389,527	1,113,565 00	397,241 00	1,585,174 00	54,210 00	3,150,190 00
Tuolumne	141,800	335,037 00	331,623 00	658,550 00	71,965 00	1,457,175 00
Yolo	494,133	5,382,178 00	954,088 00	2,373,253 00	9,883 00	8,721,402 00
Yuba	197,622	1,567,450 00	1,597,605 00	2,350,050 00	100,530 00	5,615,635 00
Totals	20,061,092	\$328,816,064 85	\$94,315,573 00	\$107,162,871 62	\$14,747,347 27	\$605,041,856 74

[VI]

AUDITOR'S STATEMENT

Showing the number of acres of land, the value of real estate, the value of the improvements on real estate, the value of personal property exclusive of money, the amount of money, and the total value of all property, for the year eighteen hundred and seventy three.

COUNTIES.	No. of acres of land.	Value of real estate.	Value of improvements on real estate.	Value of personal property exclusive of money.	Amount of money.	Total value of property.
Alameda.....	408,395	\$25,061,835 00	\$5,710,635 00	\$4,189,850 00	\$141,720 00	\$35,104,040 00
Alpine.....	44,062	239,585 00	12,900 00	314,880 00	8,821 00	570,186 00
Amador.....	125,194	1,167,765 00	731,720 00	739,210 00	40,075 00	2,738,770 00
Butte.....	412,866	4,587,738 00	1,499,300 00	1,650,997 00	55,462 00	7,793,497 00
Calaveras.....	141,970	362,788 00	484,592 00	636,770 00	18,077 00	1,558,227 00
Colusa.....	830,854	4,950,775 00	728,356 00	1,856,645 00	68,208 00	7,604,044 00
Contra Costa.....	426,639	4,824,362 00	838,813 00	1,281,515 00	71,421 00	7,010,111 00
Del Norte.....	41,539	203,010 00	197,705 00	216,690 00	14,745 00	632,780 00
El Dorado.....	177,308	479,206 00	772,335 00	816,634 00	49,201 00	2,117,370 00
Fresno.....	1,444,133	3,507,272 00	802,729 00	2,261,893 00	26,751 00	6,598,645 00
Humboldt.....	332,579	1,741,822 00	737,231 00	1,304,044 00	42,023 00	3,845,120 00
Inyo.....	43,136	281,839 00	259,452 00	833,650 00	11,300 00	1,386,351 00
Kern.....	747,194	1,419,964 00	240,616 00	1,321,909 00	30,821 00	3,013,310 00
Klamath.....	29,314	277,248 00	120,588 00	184,389 00	31,702 00	613,927 00
Lake.....	166,008	875,825 00	342,478 00	439,908 00	12,512 00	1,670,723 00
Lassen.....	71,675	221,020 00	162,011 00	823,825 00	6,405 00	1,213,321 00
Los Angeles.....	1,139,215	5,367,505 00	1,829,020 00	2,572,991 00	85,077 00	9,854,593 00
Marin.....	318,831	5,895,131 00	1,296,335 00	1,289,602 00	17,045 00	8,438,173 00
Mariposa.....	154,638	445,780 00	375,823 00	538,292 00	12,075 00	1,371,970 00
Mendocino.....	789,240	2,074,149 00	345,114 00	1,977,250 00	65,310 00	6,061,823 00
Merced.....	970,234	4,375,491 00	488,440 00	1,489,463 00	34,565 00	6,337,962 00
Mono.....	33,880	70,080 00	99,095 00	274,784 00	10,300 00	454,259 00

Monterey	1,005,395	7,316,524	904,059	3,102,021	50,331	11,972,935
Napa	308,711	4,453,653	1,891,730	1,206,018	29,388	7,580,789
Nevada	154,290	4,091,501	1,567,015	1,382,514	103,420	7,144,450
Placer	248,823	4,507,554	1,030,900	1,466,626	140,399	7,145,479
Plumas	90,965	7,9,550	363,171	616,211	38,349	1,767,291
Sacramento	610,306	8,866,816	6,679,085	5,049,913	315,873	20,912,287
San Bernardino	371,091	729,943	259,930	427,182	1,411,649	3,594
San Diego	897,205	2,035,281	264,950	632,407	9,226	1,411,864
San Francisco	7,162	130,871,138	37,182,680	36,228,884	7,925,833	212,208,535
San Joaquin	927,613	10,844,632	3,903,365	3,255,239	216,223	18,279,459
San Luis Obispo	1,055,637	2,029,003	316,133	1,296,271	21,591	3,662,908
San Mateo	261,947	7,191,120	1,239,190	990,285	9,087	9,379,682
Santa Barbara *	848,687	3,021,446	507,173	1,320,739	32,124	4,941,482
Santa Clara	534,986	18,249,351	5,230,960	3,895,939	131,363	27,527,613
Santa Cruz	78,214	3,853,700	1,219,806	1,098,052	51,912	6,223,470
Shasta	40,546	536,210	377,339	844,339	41,339	1,799,427
Sierra	229,928	875,495	631,695	437,353	72,246	2,016,789
Siskiyou	482,311	1,080,068	559,335	1,991,000	61,195	3,691,798
Solano	642,769	6,286,257	1,767,229	1,794,912	59,647	9,908,045
Sonoma	693,497	9,962,024	3,139,352	3,471,911	139,807	16,713,094
Stanislaus	363,950	4,176,354	843,990	1,415,264	6,256	6,441,864
Sutter	261,385	2,710,077	491,636	962,569	13,726	4,178,008
Tahama	26,889	1,048,079	1,277,922	1,106,021	5,310	3,437,332
Trinity	478,724	1,290,223	130,303	291,585	27,820	691,929
Tulare	149,010	402,031	682,742	1,626,686	47,031	3,546,082
Tuolumne	431,658	1,740,068	366,959	558,470	25,800	1,333,350
Ventura	547,165	5,601,135	260,252	653,256	26,966	2,682,542
Yolo	204,658	1,692,415	1,013,098	1,717,938	38,541	8,370,712
Yuba			1,624,520	1,502,590	67,215	4,886,740
Totals	20,742,486	\$314,875,692	\$94,508,607	\$107,249,546	\$10,565,728	\$527,199,473

* This report was received on the thirteenth day of October, 1873.

STATEMENT

—OF—

AMOUNTS CHARGED TAX COLLECTORS 1871 AND 1872.

Of amounts charged Tax Collectors for the year eighteen hundred and seventy-one.

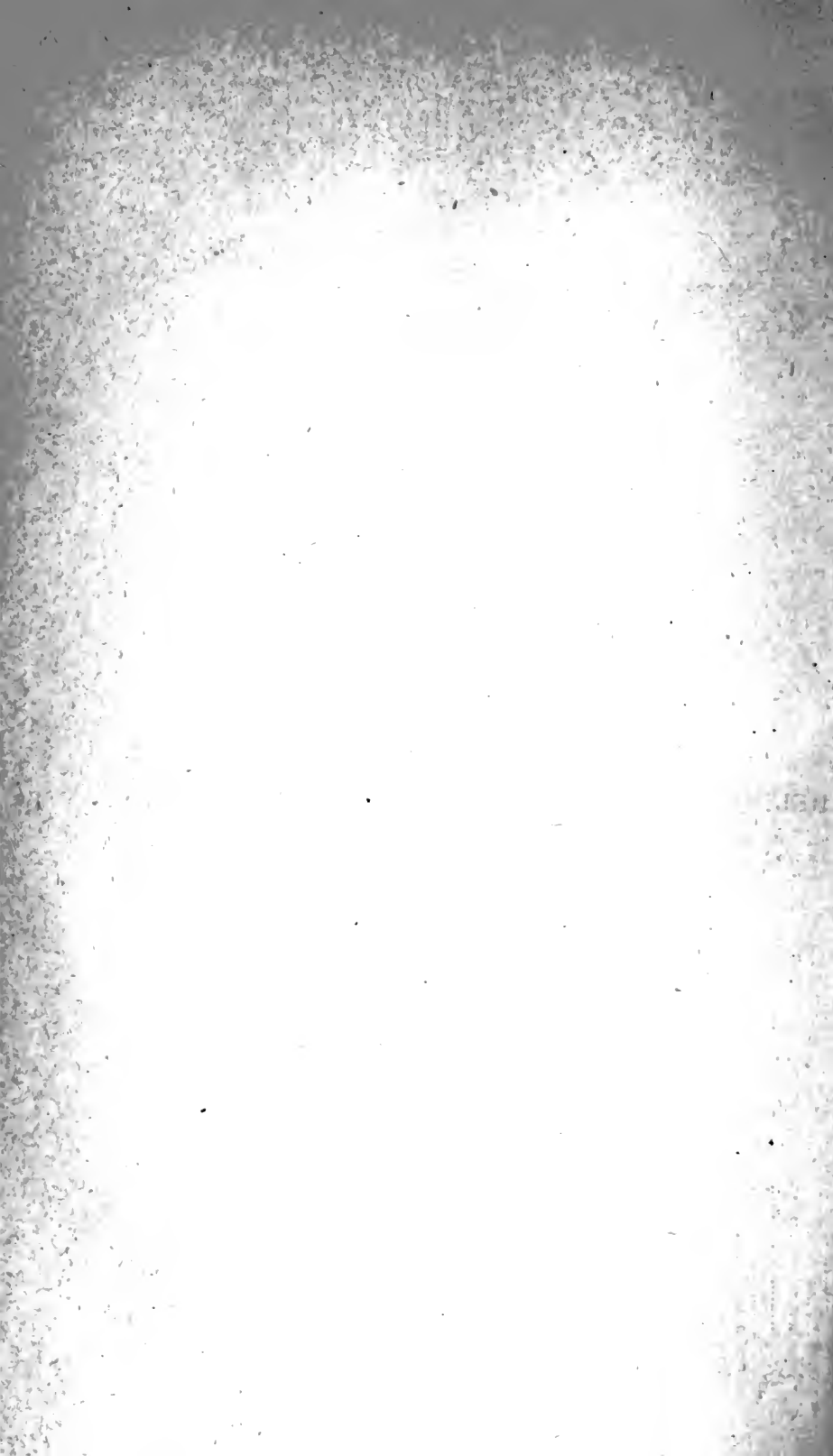
COUNTIES.	Value of real estate.	Value of personal property.	Total value of property.	Amount of tax for State purposes.	Amount of tax for county purposes.	Total amount of tax.
Alameda	\$10,222,444 00	\$2,170,882 00	\$12,393,326 00	\$107,202 26	\$162,275 90	\$269,478 16
Alpine.....	235,367 00	152,193 00	387,560 00	3,357 18	9,307 03	12,664 21
Amador.....	1,410,505 00	720,425 00	2,130,930 00	18,432 45	43,960 77	62,393 22
Butte.....	2,614,444 00	1,485,352 00	4,099,796 00	35,463 23	71,131 47	106,594 70
Calaveras.....	582,565 00	506,041 00	1,088,606 00	9,416 44	40,659 43	50,075 87
Colusa	2,621,157 00	1,785,392 00	4,406,549 00	38,116 64	56,844 48	94,961 12
Contra Costa.....	2,197,989 00	1,052,322 00	3,250,311 00	28,115 19	59,645 21	87,758 40
Del Norte.....	215,291 00	262,286 00	477,577 00	4,131 04	8,763 54	12,894 58
El Dorado.....	1,126,825 00	1,041,698 00	2,168,523 00	18,757 72	43,045 18	61,802 90
Fresno.....	1,801,642 00	1,527,516 00	3,329,158 00	28,797 22	41,615 43	70,412 65
Humboldt	1,286,425 00	1,246,486 00	2,532,911 00	21,909 68	42,563 88	64,473 56
Inyo	260,787 00	539,498 00	820,285 00	7,095 47	17,513 08	24,608 55
Kern.....	852,679 95	1,321,713 50	2,174,393 45	18,808 50	33,050 78	51,859 28
Klamath	113,095 00	322,979 00	436,074 00	3,782 04	10,608 43	14,390 47
Lake	661,070 00	345,745 00	1,006,815 00	8,708 94	27,536 84	36,245 78
Lassen	205,250 00	438,127 00	643,377 00	5,565 21	11,805 96	17,371 17
Los Angeles.....	4,445,524 00	1,912,498 00	6,358,022 00	54,996 89	119,848 71	174,845 60
Marin.....	2,349,330 00	922,737 00	3,272,067 00	28,311 34	56,316 42	84,627 76
Mariposa	674,225 00	560,249 00	1,234,474 00	10,678 20	26,356 02	37,034 22
Mendocino.....	1,218,489 00	1,595,702 00	2,814,191 00	24,342 75	57,550 21	81,892 96
Merced	2,269,400 00	896,803 00	3,166,203 00	27,389 18	45,098 47	72,487 65
Mono	127,115 00	205,626 00	332,741 00	2,878 20	5,107 57	7,985 77

Monterey	2,311,106 35	1,421,069 13	3,732,235 48	32,283 83	65,500 82	97,784 65
Napa	3,017,711 00	872,745 00	3,890,456 00	33,652 44	101,032 00	134,864 44
Nevada	3,551,704 00	1,629,823 00	5,181,587 00	63,992 59	44,820 73	108,813 32
Placer	2,261,452 00	1,887,733 00	4,149,185 00	40,610 25	36,149 06	76,759 91
Plumas	890,225 00	625,238 00	1,515,463 00	13,110 48	30,843 74	43,954 22
Sacramento	6,616,865 00	4,475,185 00	11,092,050 00	97,027 63	162,901 32	260,829 55
San Bernardino	678,414 00	388,641 00	1,067,055 00	9,230 02	16,301 88	25,531 90
San Diego	1,549,487 90	990,469 12	2,539,957 02	21,970 63	50,517 02	72,487 65
San Francisco	76,090,371 00	28,900,988 85	104,991,359 85	908,175 27	2,210,068 12	3,118,243 39
San Joaquin	6,708,800 00	2,195,500 00	8,904,300 00	77,022 19	132,876 41	209,898 60
San Luis Obispo	1,412,342 00	819,997 00	2,232,339 00	19,309 51	34,266 02	53,575 53
San Mateo	1,636,757 00	339,554 00	1,996,316 00	17,238 12	54,079 55	71,947 67
Santa Barbara	2,023,636 87	838,870 00	2,882,506 87	24,933 86	34,536 50	59,460 36
Santa Clara	9,140,189 00	2,984,136 00	12,124,325 00	104,862 06	174,588 03	279,450 09
Santa Cruz	1,761,397 00	515,307 00	2,276,704 00	19,693 48	48,038 45	67,731 93
Shasta	451,873 00	700,823 59	1,212,696 59	21,222 19	21,222 19	31,712 02
Sierra	1,173,755 00	895,858 00	2,071,613 00	10,489 83	31,100 37	57,580 16
Siskiyou	787,435 00	1,434,020 00	2,221,455 00	17,920 20	31,100 37	50,315 95
Solano	4,703,155 50	1,335,706 00	6,098,861 50	52,755 15	125,817 28	178,572 43
Sonoma	5,251,986 00	2,712,353 00	7,964,339 00	68,891 53	122,232 60	191,144 13
Stanislaus	2,235,784 00	862,187 00	3,097,971 00	26,797 03	30,981 17	57,778 20
Sutter	1,595,852 00	1,000,015 00	2,595,867 00	22,454 25	29,463 09	51,917 34
Tehama	1,129,227 00	1,176,415 00	2,305,642 00	19,943 80	34,584 62	54,528 42
Trinity	55,015 00	464,093 00	519,108 00	4,490 28	9,655 41	14,145 69
Tulare	1,418,131 00	1,571,587 00	2,989,738 00	24,861 23	37,604 95	62,466 38
Tuolumne	624,536 00	539,006 00	1,183,542 00	10,237 64	40,654 03	50,892 30
Yolo	2,823,805 00	1,710,065 00	4,533,870 00	39,754 47	74,422 06	114,176 53
Yuba	2,339,085 00	1,634,575 00	3,973,660 00	34,372 15	65,744 35	100,116 50
Totals	\$181,793,896 57	\$86,074,230 19	\$207,868,126 76	\$2,342,181 27	\$4,850,876 37	\$7,193,057 64

Of amounts charged Tax Collectors for the year eighteen hundred and seventy-two.

COUNTIES.	Value of real estate.	Value of personal property.	Total value of property.	Amount of tax for State purposes.	Amount of tax for county purposes.	Total amount of tax.
Alameda	\$30,236,266 00	\$7,090,330 00	\$37,326,596 00	\$186,632 98	\$143,000 74	\$329,633 72
Alpine.....	283,545 00	214,609 00	498,154 00	2,490 77	12,453 85	14,944 62
Amador.....	2,165,720 00	1,021,030 00	3,186,750 00	15,933 75	61,397 41	77,531 16
Butte.....	4,105,337 00	3,687,266 00	7,852,603 00	39,263 00	133,494 12	172,757 12
Calaveras	730,714 00	780,175 00	1,510,889 00	7,554 44	47,156 30	54,710 74
Colusa	5,600,473 00	2,885,759 00	8,546,232 00	42,731 16	94,008 55	136,739 71
Contra Costa.....	5,774,043 00	1,849,297 00	7,623,270 00	38,116 35	76,232 69	114,349 04
Del Norte.....	361,232 00	330,473 00	691,705 00	3,458 52	10,636 33	14,094 85
El Dorado.....	1,334,022 00	1,106,665 00	2,440,687 00	12,203 43	51,254 37	63,457 80
Fresno	3,221,677 00	1,927,378 00	5,149,055 00	25,745 27	38,617 90	64,363 17
Humboldt.....	2,585,131 00	2,218,576 00	4,803,707 00	24,018 53	70,614 49	94,633 02
Inyo.....	503,773 00	941,959 00	1,445,732 00	7,228 66	28,914 64	36,143 30
Kern.....	1,305,994 85	1,441,216 56	2,747,211 41	13,736 06	34,889 58	48,625 64
Klamath.....	333,690 00	298,119 00	631,809 00	315,905 00	13,583 89	16,742 94
Lake.....	1,221,042 00	590,107 00	1,811,149 00	9,036 95	27,173 93	36,210 88
Lassen.....	284,875 00	654,193 00	939,068 00	4,695 34	14,086 02	18,781 36
Los Angeles.....	7,044,484 00	3,510,108 00	10,554,592 00	52,772 96	147,764 29	200,537 25
Marin.....	7,244,677 00	2,173,491 00	9,418,168 00	47,090 84	58,392 64	105,483 48
Mariposa	808,304 00	696,151 00	1,504,455 00	7,520 77	34,595 57	42,116 34
Mendocino	2,844,348 00	2,660,246 00	5,504,594 00	27,410 89	61,400 39	88,811 28
Merced	5,341,103 00	1,889,634 00	7,230,737 00	36,153 75	48,445 83	84,599 58
Mono	178,935 00	283,470 00	462,405 00	2,312 02	8,785 70	11,097 72

Monterey	7,899,164 00	8,354,040 00	11,253,204 00	56,266 00	75,396 50	131,602 50
Napa	6,058,320 00	2,178,827 00	8,237,147 00	41,185 73	116,817 94	158,003 67
Nevada	5,360,914 00	2,700,113 00	8,060,914 00	40,340 12	88,748 26	129,088 38
Placer	5,654,314 00	2,492,022 00	8,146,336 00	40,731 68	69,243 85	109,975 53
Plumas	1,269,370 00	722,835 00	1,992,205 00	9,947 42	39,789 68	49,737 10
Sacramento	15,964,990 00	12,987,370 00	28,952,360 00	144,761 80	250,577 98	395,339 78
San Bernardino	1,016,859 00	528,435 00	1,545,294 00	7,726 47	24,537 04	32,263 51
San Diego	1,796,204 00	1,058,988 00	2,854,192 00	14,170 96	56,083 84	70,854 80
San Francisco	180,571,640 00	108,011,616 90	288,583,256 90	1,442,916 28	2,885,832 56	4,328,748 84
San Joaquin	15,195,527 00	5,327,459 00	20,522,986 00	102,632 13	146,111 16	248,743 29
San Luis Obispo	2,681,585 00	1,658,723 00	4,340,108 00	21,700 24	54,250 24	75,950 33
San Mateo	9,168,782 00	1,366,542 00	10,535,324 00	52,676 62	73,747 26	126,423 88
Santa Barbara	4,203,522 00	1,967,823 00	6,171,345 00	30,856 72	46,285 08	77,141 80
Santa Clara	24,016,350 00	7,306,076 00	31,322,426 00	156,612 13	187,527 45	344,139 58
Santa Cruz	4,999,390 00	2,245,662 00	7,245,052 00	36,225 26	63,394 21	99,619 47
Shasta	601,870 00	1,027,246 00	1,629,116 00	8,145 58	28,507 10	36,632 08
Sierra	1,483,675 00	840,184 00	2,323,859 00	11,619 30	50,402 12	62,021 42
Siskiyou	1,415,503 00	2,535,762 00	3,951,265 00	19,755 87	43,462 93	63,218 80
Solano	8,890,629 00	2,800,462 00	11,691,091 00	58,455 45	141,746 64	200,202 09
Sonoma	14,070,338 00	6,236,024 00	20,306,362 00	101,532 81	162,452 50	263,985 31
Stanislaus	4,947,407 00	2,147,586 00	7,094,993 00	35,474 96	70,948 49	106,423 45
Sutter	3,611,330 00	1,260,199 00	4,871,529 00	24,357 64	48,569 98	72,927 62
Tehama	1,696,402 00	2,355,710 00	4,052,112 00	20,260 56	70,911 96	91,172 52
Trinity	308,523 00	419,790 00	728,313 00	3,641 56	15,294 58	18,936 14
Tulare	1,510,806 00	1,639,384 00	3,150,190 00	15,750 95	44,102 66	59,853 61
Tuolumne	726,660 00	730,315 00	1,456,975 00	7,284 88	46,623 20	53,908 08
Yolo	5,377,098 00	3,362,367 00	8,739,465 00	43,523 95	102,388 31	145,912 26
Yuba	3,165,055 00	2,450,580 00	5,615,635 00	28,077 37	79,040 79	107,118 16
Totals	\$417,290,499 85	\$219,912,323 46	\$637,232,823 31	\$3,185,895 78	\$6,300,493 54	\$9,486,389 32



STATEMENT

—or—

DELINQUENT TAXES FOR THE YEARS 1871 AND 1872.

[VIII]

STATEMENT

Of property of all kinds, and total amount of delinquent taxes charged Tax Collectors, for the year eighteen hundred and seventy-one.

COUNTIES.	Value of real estate.	Value of personal property.	Total value of property.	Value of real estate delinquent for taxes.
Alameda.....	\$10,222,444 00	\$2 170,882 00	\$12,393,326 00	\$1,081,439 00
Alpine.....	235,367 00	152,193 00	387,560 00	67,244 00
Amador.....	141,505 00	720,425 00	2,130,930 00	.....
Butte.....	2,614,444 00	1,485,352 00	4,099,796 00	306,866 00
Calaveras.....	582,565 00	506,041 00	1,088,606 00	180,448 00
Colusa.....	2,621,157 00	1,785,392 00	4,406,549 00	438,930 00
Contra Costa.....	2,197,989 00	1,052,322 00	3,250,311 00	605,265 00
Del Norte.....	215,291 00	262,286 00	477,577 00	.....
El Dorado.....	1,126,825 00	1 041,698 00	2,168,523 00	189,331 00
Fresno.....	1,801,642 00	1,527,516 00	3,329,158 00	408,329 00
Humboldt.....	1,286,425 00	1,246,486 00	2,532,911 00	199,185 00
Inyo.....	260,787 00	559,498 00	820,285 00	136,655 00
Kern.....	852,679 95	1,321,713 50	2,174,393 45	328,891 00
Klamath.....	113,095 00	322,979 00	436,074 00	7,430 00
Lake.....	661,070 00	345,745 00	1,006,815 00	.....
Lassen.....	205,250 00	438,127 00	643,377 00	40,831 00
Los Angeles.....	4,445,524 00	1,912,498 00	6,358,022 00	.....
Marin.....	2,349,350 00	922,737 00	3,272,087 00	321,424 00
Mariposa.....	674,225 00	560,249 00	1,234,474 00	91,925 00
Mendocino.....	1,218,489 00	1,595,702 00	2,814,191 00	363,211 00

Merced	2,269,400 00	896,803 00	3,166,203 00	.....	22,130 00
Mono	127,115 00	205,624 00	332,741 00	.....	194,924 74
Monterey	2,311,166 35	1,421,069 13	3,732,235 48	.....	151,010 00
Napa	3,017,711 00	872,745 00	3,890,456 00	.....	507,130 00
Nevada	3,551,764 00	1,629,823 00	5,181,587 00	.....	192,793 00
Placer	2,261,452 00	1,887,733 00	4,149,185 00	.....	421,877 00
Plumas	890,225 00	625,238 00	1,515,463 00	.....	526,070 00
Sacramento	6,616,865 00	4,475,185 00	11,092,050 00	.....	347,884 00
San Bernardino	678,414 00	388,641 00	1,067,055 00	.....	831,761 00
San Diego	1,549,487 90	990,469 12	2,539,957 02	.....	2,053,765 00
San Francisco	76,090,371 00	28,900,988 85	104,991,359 85	.....	678,500 00
San Joaquin	6,768,800 00	2,195,500 00	8,904,300 00	.....	229,595 00
San Luis Obispo	1,412,342 00	819,997 00	2,232,339 00	.....	194,390 00
San Mateo	1,636,757 00	359,554 00	1,996,311 00	.....	.....
Santa Barbara	2,023,656 87	858,670 00	2,882,526 87	.....	497,895 00
Santa Clara	9,140,189 00	2,984,136 00	12,124,325 00	.....	197,660 00
Santa Cruz	1,761,397 00	515,307 00	2,276,704 00	.....	107,692 00
Shasta	451,873 00	760,823 59	1,212,696 59	.....	143,795 00
Sierra	1,175,755 00	895,858 00	2,071,613 00	.....	160,255 00
Siskiyou	787,435 00	1,434,020 00	2,221,455 00	.....	582,746 00
Solano	4,763,155 50	1,335,706 00	6,098,861 50	.....	471,929 00
Sonoma	5,251,986 00	2,712,353 00	7,964,339 00	.....	324,503 00
Stanislaus	2,235,784 00	862,187 00	3,097,971 00	.....	254,883 00
Sutter	1,595,852 00	1,000,015 00	2,595,867 00	.....	35,833 00
Tehama	1,129,227 00	1,176,415 00	2,305,642 00	.....	19,250 00
Trinity	55,015 00	464,093 00	519,108 00	.....	.....
Tulare	1,418,151 00	1,571,587 00	2,989,738 00	.....	160,400 00
Tuolumne	624,536 00	559,006 00	1,183,542 00	.....	253,983 00
Yolo	2,823,805 00	1,710,065 00	4,533,870 00	.....	197,645 00
Yuba	2,339,085 00	1,634,575 00	3,973,660 00	.....	.....
Totals	\$181,793,896 57	\$86,074,230 19	\$267,868,126 76	.....	\$14,527,702 74

[VIII] STATEMENT OF DELINQUENT TAXES FOR THE YEAR EIGHTEEN HUNDRED AND SEVENTY-ONE—Continued.

COUNTIES.	Value of personal property delinquent for taxes.	Delinquent tax on real estate for State purposes.	Delinquent tax on personal property for State purposes.	Total delinquent tax for State purposes.
Alameda	\$206,830 00	\$9,354 45	\$1,789 07	\$11,143 52
Alpine	11,450 00	581 04	99 04	680 08
Amador				
Butte.....	115,168 00	2,654 38	996 20	3,650 58
Calaveras	100,603 00	1,560 87	870 21	2,431 08
Colusa.....	183,698 00	3,796 73	1,589 00	5,385 73
Contra Costa.....	193,558 00	5,235 54	1,674 28	6,909 82
Del Norte.....				
El Dorado.....	154,625 00	1,637 71	1,337 56	2,975 27
Fresno	431,459 00	3,532 05	3,732 12	7,264 17
Humboldt.....	200,093 00	1,722 95	1,730 81	3,453 76
Inyo	114,822 00	1,182 07	993 21	2,175 28
Kern.....	349,128 50	2,844 89	3,019 99	5,864 88
Klamath	13,321 00	179 50	505 28	684 78
Lake.....				
Lassen.....	73,150 00	353 20	632 74	985 94
Los Angeles.....				
Marin	133,804 00	2,780 32	1,157 40	3,937 72
Mariposa.....	95,089 00	795 91	822 62	1,618 53
Mendocino	197,310 00	3,141 77	1,706 73	4,848 50
Merced.....				
Mono	30,091 00	191 42	260 28	451 70
Monterey	235,733 50	1,686 09	2,039 09	3,725 18
Napa.....	60,050 00	1,306 23	519 44	1,825 67
Nevada.....	119,824 00	4,386 67	1,036 47	5,423 14

Placer	153,350 00	1,667 66	1,326 47	2,994 13
Plumas.....	65,359 00	3,619 23	565 35	4,214 58
Sacramento.....	605,675 00	4,550 51	5,239 09	9,789 60
San Bernardino.....	120,043 00	3,009 19	1,038 37	4,047 56
San Diego	297,502 00	7,226 22	2,573 39	9,799 61
San Francisco.....	5,621,891 00	17,765 06	48,629 35	66,394 41
San Joaquin.....	269,675 00	5,869 02	2,332 69	8,201 71
San Luis Obispo	126,738 00	1,986 00	1,096 27	3,082 27
San Mateo.....	44,428 00	1,681 47	384 30	2,065 77
Santa Barbara.....	.....	.....	.....	.....
Santa Clara.....	234,383 00	4,306 81	2,027 42	6,334 23
Santa Cruz.....	69,921 00	1,709 76	604 81	2,314 57
Shasta	85,261 45	890 68	703 41	1,594 09
Sierra.....	297,976 00	1,243 83	2,577 49	3,821 32
Siskiyou.....	233,685 00	1,386 20	2,021 37	3,407 57
Solano.....	416,241 00	5,040 75	3,600 48	8,641 23
Sonoma.....	220,716 00	4,082 19	1,909 17	5,991 36
Stanislaus.....	92,719 00	2,806 95	802 02	3,608 97
Sutter.....	158,990 00	2,204 73	1,375 26	3,579 99
Tehama.....	107,613 00	309 95	930 85	1,240 80
Trinity.....	46,502 00	402 24	864 93	1,267 17
Tulare.....	.....	.....	.....	.....
Tuolumne.....	77,167 00	1,387 46	667 49	2,054 95
Yolo.....	290,764 00	2,196 95	2,515 10	4,712 05
Yuba.....	185,801 00	1,709 63	1,607 18	3,316 81
Totals.....	\$12,842,207 45	\$126,006 28	\$111,903 80	\$237,910 08

Of property of all kinds, and total amount of delinquent taxes charged Tax Collectors, for the year eighteen hundred and seventy-two.

COUNTIES.	Value of real estate.	Value of personal property.	Total value of property.	Value of real estate delinquent for taxes.
Alameda	\$30,236,266 00	\$7,090,330 00	\$37,326,596 00	\$3,389,922 00
Alpine	283,545 00	214,609 00	498,154 00	2,674 00
Amador	2,165,720 00	1,021,030 00	3,186,750 00	656,570 00
Butte.....	4,165,337 00	3,687,266 00	7,852,603 00	249,131 00
Calaveras	730,714 00	789,175 00	1,510,889 00	133,812 00
Colusa.....	5,660,473 00	2,885,759 00	8,546,232 00	112,740 00
Contra Costa.....	5,774,643 00	1,849,227 00	7,623,270 00	982,108 00
Del Norte.....	361,232 00	330,473 00	691,705 00	14,325 00
El Dorado.....	1,334,022 00	1,106,665 00	2,440,687 00	192,018 00
Fresno.....	3,221,677 00	1,927,378 00	5,149,055 00	924,900 00
Humboldt.....	2,585,131 00	2,218,576 00	4,803,707 00	363,190 00
Inyo.....	503,773 00	941,959 00	1,445,732 00	28,545 00
Kern.....	1,305,994 85	1,441,216 56	2,747,211 41	213,368 00
Klamath	333,699 00	298,119 00	631,809 00	7 29 00
Lake.....	1,221,042 00	590,107 00	1,811,149 00	257,418 00
Lassen	284,875 00	654,193 00	939,068 00	24,880 00
Los Angeles.....	7,041,484 00	3,510,108 00	10,554,592 00	992,798 00
Marin	7,244,677 00	2,173,491 00	9,418,168 00	352,839 00
Mariposa	808,334 00	696,151 00	1,504,485 00	122,383 00
Mendocino.....	2,844,348 00	2,660,246 00	5,504,594 00	512,356 00
Merced.....	5,341,103 00	1,889,634 00	7,230,737 00	407,340 00
Mono	178,935 00	283,470 00	462,405 00	42,860 00

Monterey.....	7,899,164 00	3,354,040 00	11,253,204 00	422,274 00
Napa.....	6,058,320 00	2,178,827 00	8,237,147 00	453,005 00
Nevada.....	5,360,801 00	2,700,113 00	8,060,914 00	662,284 00
Placer.....	5,654,314 00	2,492,922 00	8,146,336 00	2,592,353 00
Plumas.....	1,269,370 00	722,835 00	1,992,205 00	710,820 00
Sacramento.....	15,964,990 00	12,987,370 00	28,952,360 00	1,221,658 00
San Bernardino.....	1,016,859 00	528,435 00	1,545,294 00	186,754 00
San Diego.....	1,795,204 00	1,038,988 00	2,834,192 00	535,080 00
San Francisco.....	180,571,640 00	108,011,616 90	288,583,256 90	.....
San Joaquin.....	15,195,527 00	5,327,459 00	20,522,986 00	1,844,836 00
San Luis Obispo.....	2,681,385 00	1,658,723 00	4,340,108 00	615,833 00
San Mateo.....	9,168,782 00	1,366,542 00	10,535,324 00	1,159,552 00
Santa Barbara.....	4,203,522 00	1,967,823 00	6,171,345 00	.....
Santa Clara.....	24,016,350 00	7,306,076 00	31,322,426 00	1,054,389 00
Santa Cruz.....	4,999,390 00	2,245,662 00	7,245,052 00	202,220 00
Shasta.....	601,870 00	1,027,246 00	1,629,116 00	69,424 00
Sierra.....	1,483,675 00	840,184 00	2,323,859 00	154,655 00
Siskiyou.....	1,415,503 00	2,535,762 00	3,951,265 00	132,177 00
Solano.....	8,890,629 00	2,800,462 00	11,691,091 00	664,140 00
Sonoma.....	14,070,538 00	6,236,024 00	20,306,562 00	1,083,918 00
Stanislaus.....	4,947,407 00	2,147,586 00	7,094,993 00	346,243 00
Sutter.....	3,611,330 00	1,260,199 00	4,871,529 00	339,650 00
Tehama.....	1,696,402 00	2,355,710 00	4,052,112 00	47,383 00
Trinity.....	308,523 00	419,790 00	728,313 00	31,800 00
Tulare.....	1,510,806 00	1,639,384 00	3,150,190 00	270,689 00
Tuolumne.....	726,660 00	730,315 00	1,456,975 00	139,535 00
Yolo.....	5,377,098 00	3,362,367 00	8,739,465 00	504,765 00
Yuba.....	3,165,055 00	2,450,580 00	5,615,635 00	207,208 00
Totals.....	\$417,290,499 85	\$219,942,323 46	\$637,232,823 31	\$54,647,206 00

The Collector of the City and County of San Francisco holds \$131,411 66, State's portion of moneys paid under protest, which is not included in the above statement.

[VIII] STATEMENT OF DELINQUENT TAXES FOR THE YEAR EIGHTEEN HUNDRED AND SEVENTY-TWO—Continued.

COUNTIES.		Value of personal property delinquent for taxes.	Delinquent tax on real estate for State purposes.	Delinquent tax on personal property for State purposes.	Total delinquent tax.
Alameda		\$1,957,365 00	\$16,949 61	\$9,786 82	\$26,736 43
Alpine		12,260 00	366 79	61 30	428 09
Amador		116,430 00	3,446 95	611 25	4,058 20
Butte.....		58,348 00	1,245 63	291 74	1,537 37
Calaveras		92,595 00	669 06	462 97	1,132 03
Colusa.....		369,236 00	563 70	1,846 18	2,409 88
Contra Costa.....		160,314 00	4,910 54	801 57	5,712 11
Del Norte.....		6,255 00	71 42	31 27	102 89
El Dorado.....		125,944 00	960 09	629 72	1,589 81
Fresno		365,424 00	4,624 50	1,827 12	6,451 62
Humboldt.....		174,760 00	1,815 95	873 80	2,689 75
Inyo		50,558 00	142 72	252 79	395 51
Kern ..		299,221 00	1,066 98	1,495 96	2,562 94
Klamath.....		9,843 00	36 45	49 22	85 67
Lake.....		111,924 00	1,112 03	483 48	1,595 51
Lassen		76,892 00	124 40	384 46	508 86
Los Angeles		427,060 00	4,963 99	2,135 30	7,099 29
Marin		178,358 00	1,764 19	891 80	2,655 99
Mariposa		77,931 00	611 91	389 65	1,001 56
Mendocino.....		190,143 00	2,561 78	950 72	3,512 50
Merced.....		160,072 00	2,036 70	800 36	2,837 06
Mono		21,900 00	214 30	109 50	323 80
Monterey		230,242 00	2,111 35	1,151 21	3,262 56
Napa.....		171,946 00	2,260 02	859 73	3,119 75
Nevada		238,319 00	3,311 42	1,191 59	4,503 01

Placer.....	442,621 00	12,961 76	2,213 10	15,174 86
Plumas.....	44,305 00	3,554 10	221 52	3,775 62
Sacramento	4,880,063 00	6,108 20	24,400 31	30,508 51
San Bernardino.....	91,870 00	933 77	459 35	1,393 12
San Diego.....	244,722 00	2,675 40	1,223 61	3,899 01
San Francisco.....	59,862,025 00	144,702.05	299,310 13	444,012 18
San Joaquin.....	407,632 00	9,224 18	2,038 16	11,262 34
San Luis Obispo.....	139,261 00	3,079 16	696 30	3,775 46
San Mateo.....	128,438 00	5,797 76	642 19	6,439 95
Santa Barbara.....				
Santa Clara.....	407,143 00	5,271 94	2,035 71	7,307 65
Santa Cruz.....	126,788 00	1,011 10	633 94	1,645 04
Shasta.....	125,996 00	347 12	630 41	977 53
Sierra.....	156,310 00	773 27	781 55	1,554 82
Siskiyou.....	420,529 00	660 88	2,102 65	2,763 53
Solano.....	242,489 00	3,320 70	1,212 45	4,533 15
Sonoma.....	429,684 00	5,423 44	2,148 42	7,571 86
Stanislaus.....	221,391 00	1,731 21	1,106 95	2,838 16
Sutter.....	104,771 00	1,698 25	523 85	2,222 10
Tehama.....	151,900 00	236 91	759 50	996 41
Trinity.....	22,370 00	159 00	111 85	270 85
Tulare.....	224,406 00	1,353 44	1,122 03	2,475 47
Tuolumne.....	52,340 00	697 67	261 70	959 37
Yolo.....	459,800 00			
Yuba.....	156,180 00			
		1,036 04	780 90	1,816 94
Totals.....	\$75,226,375 00	\$270,700 03	\$373,786 09	\$644,486 12

[IX]

STATEMENT

Of the value of real and personal property, and the rate of taxation on each one hundred dollars, since the organization of the State Government to the year eighteen hundred and seventy-three, inclusive.

YEAR.	Tax for State purposes on each \$100.	Assessed value of property.
1850	50	\$57,670,689 00
1851	65	49,231,052 00
1852	65	64,579,375 00
1853	60	95,335,646 00
1854	60	111,191,630 00
1855	60	103,887,193 55
1856	70	95,007,440 97
1857	70	126,059,461 82
1858	60	123,955,877 00
1859	60	131,060,279 49
1860	60	148,193,540 02
1861	60	147,811,617 16
1862	77	160,369,071 81
1863	92	174,104,955 07
1864	\$1 25	180,484,949 85
1865	1 15	183,509,161 00
1866	1 13	200,764,135 50
1867	1 13	212,205,339 01
1868	1 00	237,483,175 07
1869	97	260,563,886 08
1870	86½	277,538,134 97
1871	86½	267,868,126 76
1872	50	637,232,823 31
1873	50	Incomplete.

Of amount of bonds issued and interest paid on same since eighteen hundred and fifty-seven.

	Bonds of 1857.	Bonds of 1860.	Soldiers' Relief Bonds.	Soldiers' Bounty Bonds.	State Capitol Bonds of 1870.	State Capitol Bonds of 1872.
Amount of bonds issued	\$3,900,000 00	\$198,500 00	\$600,000 00	\$1,494,000 00	\$250,000 00	\$250,000 00
Amount of interest paid, 1858	\$147,138 15	.....	.....	.....	.....	.....
Amount of interest paid, 1859	272,475 00	.....	.....	.....	.....	.....
Amount of interest paid, 1860	269,815 00	.....	.....	.....	.....	.....
Amount of interest paid, 1861	264,302 50	.....	.....	.....	.....	.....
Amount of interest paid, 1862	260,925 00	\$12,009 88	.....	.....	.....	.....
Amount of interest paid, 1863	260,925 00	13,886 00	.....	.....	.....	.....
Amount of interest paid, 1864	260,925 00	13,895 00	.....	.....	.....	.....
Amount of interest paid, 1865	255,815 00	13,895 00	\$1,820 00	.....	.....	.....
Amount of interest paid, 1866	250,422 08	13,125 00	18,635 25	\$4,678 34	.....	.....
Amount of interest paid, 1867	231,980 00	12,400 20	36,432 50	28,013 18	.....	.....
Amount of interest paid, 1868	214,620 00	12,390 00	35,525 00	77,457 91	.....	.....
Amount of interest paid, 1869	188,370 00	11,450 82	33,112 11	69,434 27	.....	.....
Amount of interest paid, 1870	162,610 00	10,828 52	30,037 00	57,589 00	.....	.....
Amount of interest paid, 1871	144,754 16	9,329 44	25,921 42	43,788 88	\$2,030 00	.....
Amount of interest paid, 1872	132,720 00	8,163 92	24,589 99	42,350 00	17,500 00	.....
Amount of interest paid, 1873	55,020 00	3,552 00	24,465 00	42,350 00	17,500 00	.....
Paid when bonds were redeemed	30,707 82	.....	3,850 00	.....	8,750 00	\$17,500 00
Totals	\$3,403,524 71	\$148,920 78	\$334,408 27	\$366,161 58	\$45,780 40	\$17,500 00
Total amount of bonds issued .....	.....	.....	.....	.....	.....	\$6,692,500 00
Total amount of interest paid .....	.....	.....	.....	.....	.....	4,216,295 34



STATEMENT

— OF —

CONTINGENT EXPENSES OF SENATE AND ASSEMBLY FOR THE
EIGHTEENTH AND NINETEENTH SESSIONS.

[XI]

STATEMENT

Of contingent expenses of Senate, eighteenth session, eighteen hundred and sixty-nine and eighteen hundred and seventy.

For what purpose expended.	Amount.
Temporary officers and attachés.....	\$1,362 40
Mileage, temporary Page and Porter.....	114 60
Extra clerk hire.....	18,430 00
Chaplain	600 00
Pages	1,005 00
Porters	1,846 00
Watchmen	488 00
Firemen	856 00
Messenger	376 00
Overseer of gas fixtures	190 00
Phonographic reporter.....	200 00
Mileage of committees.....	1,467 20
Mileage of messenger.....	46 80
Postage and expressage	805 00
Carpenter work.....	79 50
Furniture	469 30
Carpets	204 75
Fuel and ice.....	73 01
Mail bag.....	10 00
Towels.....	18 25
Sponges.....	5 00
Keys and locks.....	54 25
Stoves	165 95
Brushes	4 50
Soap	8 80
Crockery	47 50
Tubs, pails, and mops.....	10 88
Matches	6 25
Brooms	3 75
Painting signs.....	20 00
Arrests	166 00
Subpœnaing witnesses.....	212 00
Newspapers.....	2,241 72
Commissioner in contested election (Murphy v. Pacheco)..	546 00
Room rent for committees.....	926 66
Sergeant-at-Arms, sundries (no bill rendered).....	2,277 19
Copying Journals and Appendices.....	2,136 50
Commissioners to examine books of State officers.....	2,250 00
Extra pay voted to clerks and attachés.....	1,260 00
	\$40,994 76

STATEMENT

[XI]

Of contingent expenses of Senate, nineteenth session, eighteen hundred and seventy-one and eighteen hundred and seventy-two.

For what purpose expended.	Amount.
Temporary officers.....	\$1,440 00
Extra clerk hire.....	19,250 77
Chaplain.....	585 00
Pages.....	1,005 00
Porters.....	1,662 00
Watchmen.....	708 00
Doorkeepers.....	956 00
Messengers.....	756 00
Paper folders.....	351 00
Phonographic reporters.....	420 00
Mail carrier.....	416 00
Carrying mail.....	160 00
Committee mileage.....	1,826 75
Experting.....	250 00
Portrait of ex Governor Bigler.....	700 00
Contested election expenses of Senator Beck.....	1,500 00
Newspapers.....	2,017 84
Washing.....	36 00
Gas.....	10 00
Magic binders.....	150 00
Arrests.....	19 00
Repairing safe.....	20 00
Glassware.....	8 50
Drayage.....	25 00
Ice.....	54 00
Repairing clock.....	100 00
Committee room rent.....	270 00
Fuel.....	20 50
Carpenter work.....	40 00
Locks.....	194 75
Keys.....	177 00
Carpets.....	277 36
Furniture.....	927 50
Hack hire.....	177 50
Telegraphing.....	8 75
Stationery.....	182 00
Gas fixtures.....	142 98
Spittoons.....	36 00
Stamps.....	1,261 24
Burial expenses of Wm. Burnett and Royal T. Sprague....	737 77
Legal opinion.....	25 00
Banquet to Japanese Commissioners.....	1,000 00
Carried forward.....	\$39,905 21

[XI]

STATEMENT—Continued.

For what purpose expended.	Amount.
Brought forward.....	\$39,905 21
Expressage.....	40 00
Stoves.....	57 75
Copying Journal and Appendices	1,957 04
Labor	40 00
Total	\$42,000 00

[XI]

STATEMENT

Of contingent expenses of the Assembly, eighteenth session, eighteen hundred and sixty-nine and eighteen hundred and seventy.

For what purpose expended.	Amount.
Temporary officers and attachés.....	\$1,484 40
Extra clerk hire.....	18,385 20
Chaplain.....	600 00
Pages	1,416 00
Porters	1,954 00
Watchmen	944 00
Firemen	444 00
Overseer of gas fixtures.....	190 00
Phonographic reporter	100 00
Mileage of committees	2,499 30
Mileage of Sergeant-at-Arms.....	338 50
Stationery	1,643 07
Translation of Governor's Message.....	70 70
Witness fees.....	64 00
Newspapers.....	5,128 19
Printing.....	70 50
Furniture	845 00
Matting.....	169 74
Gas fixtures.....	210 40
Glassware	5 00
Painting signs.....	61 00
Matches	7 25
Sponges	9 50
Carried forward.....	\$36,639 75

STATEMENT—Continued.

[XI]

For what purpose expended.	Amount.
Brought forward.....	\$36,639 75
Brooms	27 50
Soap	10 75
Combs	4 50
Brushes	1 50
Material for towels.....	10 84
Making towels	14 75
Slates and pencils	105 00
Crockery	65 42
Scissors, etc.....	97 50
Cleaning carpets.....	15 02
Stoves	157 50
Tin cups.....	2 00
Postage stamps.....	956 40
Locks and keys.....	189 50
Labor	23 00
Clocks.....	90 00
Drayage	99 50
Expressage	75 00
Hardware	31 50
Rope.....	2 88
Rent of committee rooms.....	710 00
Screen.....	25 00
Carpenter work.....	257 75
Fuel.....	8 25
Wash basins.....	51 50
Baskets.....	64 12
Extra pay voted to clerks and attachés.....	6,588 80
Copying Journal and Appendices.....	2,452 70
Total	\$48,777 93

[XI]

STATEMENT

Of contingent expenses of Assembly, nineteenth session, eighteen hundred and seventy-one and eighteen hundred and seventy-two.

For what purpose expended.	Amount.
Temporary officers.....	\$567 00
Extra clerk hire	24,888 90
Chaplain.....	600 00
Pages.....	1,372 00
Porters	1,838 00
Watchmen.....	424 00
Doorkeepers.....	1,384 00
Messenger	150 50
Messenger Page.....	62 00
Sergeant-at-Arms, State Prison Committee	37 50
Mileage of Sergeant-at-Arms, State Prison Committee.....	38 40
Sergeant-at-Arms, Committee on Public Buildings.....	80 00
Mileage and witness fees.	359 00
Serving subpoena... ..	183 00
Phonographic reporter.....	420 00
Carrying mail.....	300 00
Locks and keys.....	430 00
Newspapers.....	5,075 15
Magic binders.....	342 00
Hack hire.....	177 50
Burial expenses of Royal T. Sprague.....	237 77
Spittoons	24 00
Room rent for committees	681 50
Safe.....	115 00
Washing.....	15 00
Towels	24 00
Furniture.....	1,400 50
Carpets	297 73
Repairing furniture.....	90 00
Coal oil	6 00
Crockery.....	56 50
Banquet to Japanese Commissioners.....	1,000 00
Mileage of committees.....	3,221 30
Mail bag.....	20 00
Carpenter work.....	57 31
Delivering books and papers to Secretary of State.....	100 00
Ice.....	106 20
Gas fixtures and plumbing.....	119 06
Gas.....	18 00
Amount carried forward	\$46,318 82

STATEMENT—Continued.

[XI]

For what purpose expended.	Amount.
Amount brought forward.....	\$46,318 82
Expressage.....	70 15
Sundries.....	46 75
Water coolers.....	46 75
Books.....	299 50
Stationery.....	301 50
Telegrams.....	8 75
Carpet sweepers.....	55 00
Drayage.....	35 00
Measuring lumber for Committee on Public Buildings.....	125 70
Postage stamps.....	2,490 00
Postage and box rent.....	81 40
Labor.....	35 00
Repairing clocks.....	108 00
Fuel.....	14 75
Arranging flags.....	10 00
Legal opinion.....	25 00
Extra pay voted clerks and attachés.....	2,942 00
Total.....	\$53,014 07

[XII]

STATEMENT

Of contingent expenses of the Legislature since the beginning of the biennial sessions, eighteen hundred and sixty-three and eighteen hundred and sixty-four.

NUMBER OF SESSION.		Senate.	Assembly.	Totals.
Sixteenth .....	.....	\$20,426 24	\$25,266 49	\$45,692 73
Seventeenth.....	.....	26,806 40	34,478 60	61,284 00
Eighteenth .....	.....	40,994 76	48,777 93	89,772 69
Nineteenth.....	.....	42,000 00	53,014 07	95,014 07

[XIII]

STATEMENT

Of expenditures for stationery, fuel, lights, etc., since July first, eighteen hundred and sixty-seven.

FISCAL YEARS.	Stationery, etc.	Wood.	Coal.	Gas.	Ballot paper.	Totals.
Nineteenth	\$23,972 35	\$961 62	\$922 32	\$2,695 40	.....	\$28,551 69
Twentieth.....	6,102 49	42 25	849 15	772 80	.....	7,766 60
Twenty-first	14,083 60	15 00	2,927 00	5,974 40	.....	23,000 00
Twenty-second	8,439 70	.....	2,681 60	2,595 50	.....	13,716 80
Twenty-third ..	33,279 68	2,448 00	1,226 87	6,155 20	.....	43,109 75
Twenty-fourth.....	11,230 25	1,392 25	2,158 57	3,979 00	\$6,370 00	25,130 07

STATEMENT

[XIV]

Showing the amount expended for transportation of prisoners from the different counties, for ten years, ending June thirtieth, eighteen hundred and seventy-three.

COUNTIES.	Amount.
Alameda.....	\$897 00
Alpine.....	405 00
Amador	4,172 05
Butte	5,197 75
Calaveras	4,085 50
Colusa	2,257 00
Contra Costa	1,062 50
Del Norte	345 75
El Dorado	6,536 00
Fresno.....	1,677 50
Humboldt	1,325 00
Inyo.....	1,750 00
Kern	1,001 25
Klamath	437 50
Lake	577 50
Lassen.....	527 50
Los Angeles.....	28,099 50
Mariposa	3,372 00
Mendocino	360 50
Merced	600 00
Mono	242 50
Monterey.....	1,887 50
Napa.....	659 50
Nevada	6,298 62
Placer	4,036 25
Plumas	550 00
Sacramento	12,803 00
San Bernardino	12,064 00
San Diego.....	4,593 75
San Francisco.....	3,893 25
San Joaquin.....	6,095 20
San Luis Obispo.....	1,477 25
San Mateo	916 25
Santa Barbara.....	4,278 50
Santa Clara	4,868 00
Santa Cruz	1,752 50
Shasta	3,339 00
Sierra.....	2,160 00
Siskiyou	4,200 00
Solano	897 75
Carried forward.....	\$141,709 62

[XIV]

STATEMENT—Continued.

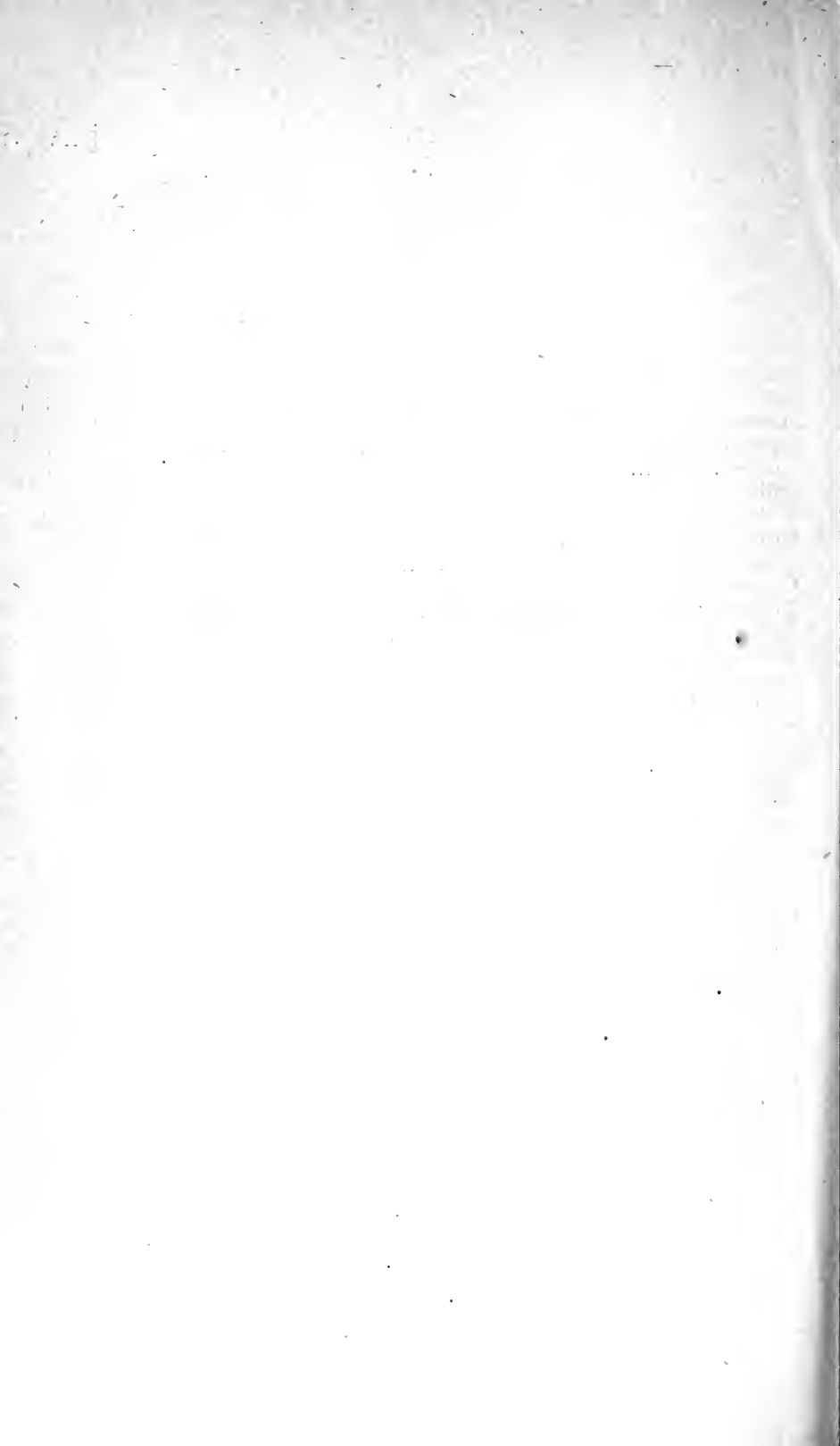
COUNTIES.	Amount.
Brought forward	\$141,709 62
Sonoma	1,392 50
Stanislaus	813 00
Sutter	577 50
Tehama	1,893 75
Trinity	1,232 00
Tulare	4,078 00
Tuolumne	2,642 50
Yolo.....	3,808 65
Yuba	3,852 00
Total	\$161,999 52

STATEMENT

[XV]

Showing the cost of State printing in each department of government from December fourth, eighteen hundred and seventy-one, to July first, eighteen hundred and seventy-three, inclusive.

For what purpose expended.	Amount.
Statutes for 1871-72.....	\$7,448 00
Senate Journal.....	3,327 95
Assembly Journal.....	3,907 12
Appendices to Journals.....	5,051 69
Codes	40,523 60
Bills, files, reports, etc., of Legislature.....	19,089 53
Volume XLI of Supreme Court Reports.....	3,777 44
Governor's office.....	508 95
Secretary of State's office.....	1,244 20
Controller's office.....	1,891 81
Treasurer's office.....	765 54
Attorney General's office.....	552 83
Surveyor General's office.....	3,249 10
Superintendent of Public Instruction's office.....	14,985 22
Adjutant General's office.....	1,631 45
State Library.....	516 63
State Board of Equalization.....	593 83
State Board of Health.....	274 00
State Board of Examiners.....	134 80
State Medical Society	600 00
Insurance Commissioner.....	15 00
Commissioner of Immigration.....	97 06
Tide Land Commissioners.....	71 93
Capitol Commissioners.....	373 16
Reclamation Commissioners.....	47 28
Pilot Commissioners	32 60
Port Wardens.....	320 83
State University.....	192 10
State Agricultural Society.....	14,564 70
Report of Commissioner Insane Asylums.....	12,459 85
Clerk of Supreme Court.....	1,471 93
Secretary of Supreme Court.....	48 50
Reporter of Supreme Court.....	23 08
Total.....	\$139,791 71



ESTIMATE OF EXPENDITURES

FOR THE

TWENTY-SIXTH AND TWENTY-SEVENTH FISCAL YEARS.

[XVI]

ESTIMATE

Of expenditures for the twenty-sixth and twenty-seventh fiscal years, ending June thirtieth, eighteen hundred and seventy-six.

For what purpose.	Amount.	Total.
For per diem and mileage of Lieutenant Governor and Senators.....	\$52,000 00	
For per diem and mileage of Assemblymen.....	101,500 00	
For pay of officers and clerks of the Senate.....	13,680 00	
For pay of officers and clerks of the Assembly.....	14,520 00	
For contingent expenses of the Senate.....	22,000 00	
For contingent expenses of the Assembly..	33,000 00	\$236,700 00
For salary of Governor.....	\$14,000 00	
For salary of Private Secretary.....	4,800 00	
For salary of Executive Clerk.....	4,800 00	
For pay of Porter.....	1,200 00	
For special contingents.....	5,000 00	
For postage, expressage, and telegraphing.	1,000 00	\$30,800 00
For salary of Secretary of State.....	\$8,000 00	
For salary of Deputy.....	4,800 00	
For salaries of Clerks.....	17,400 00	
For pay of Porter.....	600 00	
For postage and expressage.....	2,000 00	
For contingent expenses.....	300 00	\$33,100 00
For salary of Controller.....	\$8,000 00	
For salary of Deputy.....	6,000 00	
For salaries of Clerks.....	22,800 00	
For pay of Porter.....	600 00	
For contingent expenses.....	400 00	
For postage and expressage.....	1,000 00	
For printing and engraving warrants.....	1,000 00	
For prosecution of delinquents..	1,000 00	\$40,800 00
For salary of Treasurer.....	\$8,000 00	
For salaries of Clerks.....	8,400 00	
For salaries of Watchmen.....	4,800 00	
For pay of Porter.....	600 00	
For postage and expressage.....	300 00	
For pasting and canceling coupons.....	1,000 00	\$23,100 00
Carried forward.....		\$364,500 00

ESTIMATE OF EXPENDITURES—Continued.

[XVI]

For what purpose.	Amount.	Total.
Brought forward .....	.....	\$364,500 00
For salary of Attorney General.....	\$8,000 00	
For salary of Clerk.....	3,600 00	
For pay of Porter.....	400 00	
For costs and expenses of suits wherein the State is a party in interest.....	8,000 00	
For postage and contingent expenses.....	300 00	
		\$20,300 00
For salary of Surveyor General.....	\$4,000 00	
For salary of Deputy.....	4,800 00	
For salaries of Clerks.....	10,800 00	
For pay of Porter.....	600 00	
For binding books and contingent expenses	200 00	
For purchase of maps.....	600 00	
For copying maps.....	300 00	
		\$21,300 00
For salary of Register of Land Office.	\$4,000 00	
For salaries of Clerks.....	7,200 00	
For postage and expressage.....	500 00	
For binding books and contingent expenses	200 00	
		\$11,900 00
For salary of Superintendent of Public Instruction	\$6,000 00	
For salary of Deputy.....	3,600 00	
For salary of Clerk	3,000 00	
For pay of Porter.....	400 00	
For postage and expressage	1,600 00	
For traveling expenses.....	3,000 00	
For contingent expenses	400 00	
		\$18,000 00
For salary of Secretary of State Board of Health.....	\$5,000 00	
For mileage and contingent expenses of State Board of Health.....	3,000 00	
		\$8,000 00
For salaries of members of State Board of Equalization.....	\$16,800 00	
For salary of Clerk.....	4,800 00	
For pay of Porter.....	600 00	
For mileage and traveling expenses.....	8,000 00	
For postage, expressage, and contingent expenses.....	2,000 00	
		\$32,200 00
Carried forward.....	.....	\$476,200 00

[XVI]

ESTIMATE OF EXPENDITURES—Continued.

For what purpose.	Amount.	Total.
Brought forward.....		\$476,200 00
For salaries of members of State Board of Examiners.....	\$7,000 00	
For salary of Clerk.....	2,400 00	
For salary of Printing Expert.....	1,200 00	
For contingent expenses.....	500 00	
		\$11,100 00
For salary of State Librarian.....	\$6,000 00	
For salaries of Deputies.....	7,200 00	
For pay of Porter.....	1,200 00	
For postage and expressage.....	800 00	
		\$15,200 00
For salary of Adjutant General.....	\$6,000 00	
For salary of Assistant Adjutant General....	4,000 00	
For salary of Clerk.....	3,000 00	
For pay of Porter.....	600 00	
For salary of State Armorer.....	3,600 00	
For rent of Armory.....	2,400 00	
For postage and expressage.....	400 00	
For cleaning, repairing, and transporting arms	1,500 00	
		\$21,500 00
For salaries of Justices of Supreme Court...	\$60,000 00	
For salary of Reporter.....	12,000 00	
For salary of Clerk.....	8,000 00	
For salary of Deputy Clerk	3,600 00	
For salary of Phonographic Reporter.....	6,000 00	
For salary of Secretary of Justices of Su- preme Court.....	6,000 00	
For salary of Bailiff and Porter.....	2,400 00	
For pay of Porter, office of Clerk of Su- preme Court.....	500 00	
For postage and contingent expenses of Supreme Court.....	1,000 00	
For postage and contingent expenses of Clerk of Supreme Court.....	240 00	
For salaries of District Judges.....	202,000 00	
		\$301,700 00
For payment of rewards offered by Gov- ernor.....	\$1,000 00	
For arresting criminals without the limits of the State.....	3,000 00	
For contingent expenses of Lieutenant Governor.....	400 00	
Carried forward.....		\$825,700 00

ESTIMATE OF EXPENDITURES—Continued.

[XVI]

For what purpose.	Amount.	Total.
Brought forward.....		\$825,700 00
For traveling expenses of Surveyor General, Attorney General, and United States Surveyor General.....	\$3,000 00	
For pay for procuring and listing lands to the State.....	8,000 00	
For services of State Board of Examination	800 00	
For traveling expenses of State Board of Education.....	1,000 00	
For purchase of books for State Normal School.....	1,000 00	
For salary of Guardian of Yosemite Valley	1,000 00	
For incidental expenses of Commissioners to manage Yosemite Valley.....	1,000 00	
For transportation of prisoners.....	45,000 00	
For transportation of insane	30,000 00	
For support of State Prison.....	200,000 00	
For support of Insane Asylum.....	400,000 00	
For support of State Normal School.....	24,000 00	
For education and care of deaf, dumb, and blind.....	72,000 00	
For care of State burial grounds.....	600 00	
For services of Registers and Receivers of land offices.....	6,000 00	
For printing, paper, and official advertisements	120,000 00	
For stationery, fuel, lights, etc.....	30,000 00	
For deficiency in printing, paper, and official advertisements.....	70,000 00	
For erection of State printing building and purchase of material.....	32,000 00	
For traveling expenses of Superintendent of Insane Asylum.....	800 00	
<i>Recommendations:</i>		\$1,053,600 00
For aid to State Agricultural Society.....	\$15,000 00	
For restoration and preservation of fish.....	2,000 00	
For support of Industrial School.....	12,000 00	
		\$29,000 00
Total for General Fund.....		\$1,908,300 00
For expense of National Guard.....		\$120,000 00
For interest on Funded Debt.....		\$662,770 00

[XVII] STATEMENT

Showing the salaries paid State officers, the amount recommended, and the amount that would be saved to the State annually, if adopted.

	Amount paid.	Amount recommended.	Amount saved annually.
Governor.....	\$7,000 00	\$5,000 00	\$2,000 00
Secretary of State.....	4,000 00	3,000 00	1,000 00
Clerks in office of Secretary of State (two less).....	7,800 00	3,600 00	4,200 00
State Controller.....	4,000 00	3,000 00	1,000 00
Clerks in office of Controller (one less).....	11,400 00	9,600 00	1,800 00
State Treasurer.....	4,000 00	3,000 00	1,000 00
Clerks in Treasurer's office (one less).....	4,200 00	2,400 00	1,800 00
Attorney General.....	4,000 00	3,000 00	1,000 00
Surveyor General.....	2,000 00	1,500 00	500 00
Register of Land Office.....	2,000 00	1,500 00	500 00
Secretary State Board of Health.....	2,500 00	.....	2,500 00
Members of State Board of Equalization*.....	8,400 00	3,600 00	4,800 00
Members of State Board of Examiners.....	3,500 00	.....	3,500 00
Clerk for State Board of Examiners.....	1,200 00	600 00	600 00
Deputy State Librarians (one less).....	3,600 00	1,800 00	1,800 00
Assistant Adjutant General.....	2,000 00	.....	2,000 00
Supreme Court Reporter.....	6,000 00	6,000 00	3,000 00
Phonographic Reporter for Supreme Court.....	3,000 00	.....	3,000 00
Clerk of Supreme Court.....	4,000 00	3,000 00	1,000 00
Deputy Clerk of Supreme Court.....	1,800 00	.....	1,800 00
Total.....	.....	.....	\$35,800 00

* Pay for services when actually employed (ten dollars per diem) recommended.

STATEMENT

—OF—

ERRORS DISCOVERED IN ADJUSTING THE BALANCES OF THE SEVERAL FUNDS, UNDER ACT OF FEBRUARY 20TH, 1872.

[XVIII]

STATEMENT

Of errors found on Treasurer's books in adjusting the balances of the several Funds under Act of February twentieth, eighteen hundred and seventy-two.

STATE TREASURER.

Dr.

To errors on cash book as follows:

General Fund account.

Warrant No. 4,431 duplicated December 17, 1864...	\$75 00	
Warrant No. 5,565 duplicated December 17, 1864...	11 61	
Error in charging Warrant No. 6,279, January 31, 1865	39 04	
Warrant No. 12,553 duplicated March 31, 1866.....	122 58	
Error in charging Warrant No. 6,602, April 30, 1870	17	
		\$248 40

Soldiers' Bounty Fund account.

Error footing cash book September 14, 1866.....	\$19 50	
Error footing cash book October 31, 1866.....	55	
Error footing cash book February 28, 1867.....	05	
		\$20 10

Soldiers' Relief Fund account.

Error in charging Warrant No. 15,564, May 26, 1866	02	
Warrant No. 13,565 duplicated May 4, 1866.....	\$183 17	
Warrant No. 14,758 duplicated June 30, 1866.....	182 17	
Warrant No. 16,294 duplicated January 22, 1867....	69 33	
Error in charging Warrant No. 16,891 January 22, 1867	50 00	
Error in footing cash book January 22, 1867.....	23 14	
		\$507 83

State Capitol Fund account.

Error in charging Warrant No. 41, December 23, 1865	\$10 00	
Error in footing cash book December 31, 1871.....	100 00	
		\$110 00
		\$886 33

STATEMENT

[XVIII]

Of errors found on Treasurer's books in adjusting the balances of the several Funds under Act of February twentieth, eighteen hundred and seventy-two.

STATE TREASURER:

CR.

By errors on cash book:

General Fund account.

Error in charging Warrant No. 6,214, November 14, 1864	\$0 50
Error in charging Warrant No. 3,114, October 10, 1865	02
Error in charging Warrant No. 3,275, October 14, 1865	90
Error in charging Warrant No. 14,316, May 2, 1866	06
Error in charging Warrant No. 4,815, February 15, 1870	50
Error in charging Warrant No. 1,754, October 31, 1871	50
Error in charging Warrant No. 2,624, December 30, 1872	01

\$2 49

Soldiers' Bounty Fund account.

Error in charging Warrant No. 4,869, Oct. 11, 1866	50
Error in charging Warrant No. 4,878, Oct. 11, 1866	50
Error in charging Warrant No. 8,614, Mar. 14, 1867	50

\$1 50

Soldiers' Relief Fund account.

Warrant No. 16,919 redeemed January 22, 1867, not entered on cash book	\$123 17
Error in charging Warrant No. 3,267, Nov. 8, 1865	03
Error in footing cash book May 26, 1866	10
Error in charging Warrant No. 18,388, Jan. 22, 1867	9 00
Error in charging Warrant No. 18,294, Jan. 22, 1867	9 00
Error in charging Warrant No. 18,383, Jan. 22, 1867	3 00

\$144 30

State Capitol Special Fund account.

Error in footing cash book	1 00
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\$1 00

\$149 29

[XVIII]

STATEMENT

Of errors discovered on Treasurer's books in adjusting the balances of the several Funds under Act of February twentieth, eighteen hundred and seventy-two.

Errors in charging General Fund account with warrants redeemed, as follows:

Warrant No. 5,816, redeemed May 27, 1863, drawn on Library Fund.....	\$100 00
Warrant No. 7,811, redeemed February 1, 1866, drawn on Library Fund.....	50 00
Warrant No. 5,688, redeemed March 31, 1870, drawn on Library Fund.....	21 00
Warrant No. 701, redeemed July 31, 1871, drawn on Library Fund.....	25 00
Warrant No. 8,421, redeemed March 31, 1872, drawn on State Capitol Special Fund.....	15 00
Warrant No. 5,471, redeemed January 13, 1872, drawn on School Fund.....	649 60
Warrant No. 3,669, redeemed July 30, 1869, drawn on Military Fund.....	150 00
Warrant No. 5,756, redeemed November 15, 1864, drawn on State Capitol Fund.....	130 50
Warrant No. 3,285, redeemed December 15, 1865, drawn on State Capitol Fund.....	102 50
Warrant No. 3,121, redeemed March 31, 1870, drawn on State Capitol Fund.....	102 00
Warrant No. 6,399, redeemed March 31, 1872, drawn on School Land Fund.....	84 00
	<hr/>
	\$1,429 60

Errors in charging Soldiers' Bounty Fund account with warrants redeemed, as follows:

Warrant No. 17,670, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	\$180 00
Warrant No. 17,672, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	180 00
Warrant No. 17,706, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	180 00
Warrant No. 17,756, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	180 00
Warrant No. 17,775, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	122 33
Warrant No. 17,779, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	121 17
Warrant No. 18,064, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	65 00
	<hr/>
Carried forward.....	\$1,028 50

STATEMENT OF ERRORS—Continued.

[XVIII]

Brought forward.....	\$1,028 50
Warrant No. 18,065, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	176 50
Warrant No. 18,158, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	118 00
Warrant No. 18,346, redeemed September 14, 1866, drawn on Soldiers' Relief Fund.....	121 83
Warrant No. 5,050, redeemed October 4, 1866, drawn on Soldiers' Relief Fund.....	180 83
Warrant No. 14,758, redeemed October 4, 1866, drawn on Soldiers' Relief Fund.....	36 83
	<u>\$1,662 49</u>
Error in charging Soldiers' Relief Fund account with warrant redeemed, as follows:	
Warrant No. 5,180, redeemed November 11, 1865, drawn on Soldiers' Bounty Fund.....	\$40 00
	<u>\$40 00</u>
Error in charging School Land Fund account with warrants redeemed, as follows:	
Warrant No. 2,266, redeemed December 31, 1871, drawn on State Capitol Fund.....	\$164 00
Warrant No. 3,671, redeemed December 31, 1872, drawn on State Capitol Special Fund of 1872.....	617 88
	<u>\$781 88</u>
Error in charging State Normal School Building Fund account with warrant redeemed, as follows:	
Warrant No. 6,399, redeemed March 31, 1872, drawn on General Fund.....	\$84 00
	<u>\$84 00</u>
Error in charging State Capitol Fund account with warrants redeemed, as follows:	
Warrant No. 9,083, redeemed March 14, 1867, drawn on General Fund.....	\$75 00
Warrant No. 7,992, redeemed October 20, 1868, drawn on General Fund.....	1,875 00
Warrant No. 3,215, redeemed January 19, 1870, drawn on General Fund.....	969 50
Total.....	<u>\$2,919 50</u>

[XVIII]

STATEMENT

Of errors found on Controller's books in adjusting the several Funds under Act of February twentieth, eighteen hundred and seventy-two.

GENERAL FUND.

DR.

To error in posting warrant No. 6,053, May 27, 1863.....	\$2 00
To error in posting receipts, August 31, 1864.....	22,601 39
To error in posting receipts, September 30, 1864	10,300 15
To error in posting receipts, February 28, 1865	7,749 10
To error in posting warrants, May, 1865.....	03
To error in posting receipts, June 30, 1865.....	25,778 95
To error in posting receipts, January 31, 1866	127 50
To error in posting receipts, March 31, 1866.....	03
To error in posting warrants, March 10, 1866.....	8 00
To error in transfer to State School Land Fund, April 23, 1866	20 00
To error in posting receipts, January 31, 1867.....	01
To error in posting warrants, January 31, 1867.....	21 40
To error in transfer to Legislative Fund, December 31, 1867.	5 00
To error in posting warrants, January 31, 1868.....	01
To error in transfer to Library Fund, March 31, 1868.....	600 00
To error in posting receipts, April 30, 1868.....	60 00
To error in footing ledger "M," folio 288, June 30, 1868.....	9 50
To error in posting warrant No. 846, September 18, 1868...	01
To error in posting warrant, February 28, 1869	01
To error in posting receipts, May 31, 1869	01
To error in amount erroneously charged to correct error.	
July 1, 1869.....	1,438 60
To error in posting receipts, December 31, 1869.....	10
To error in posting warrants, February 28, 1870.....	01
To error in posting warrant No. 2,021, October 2, 1871.....	03
To error in footing ledger "Q," folio 120, December 31, 1871	10,000 00
To transfer to Legislative Fund to correct errors.....	64 50
	<hr/>
	\$78,786 34

SCHOOL FUND.

DR.

STATEMENT

[XVIII]

*Of errors found on Controller's books in adjusting the several Funds under
Act of February twentieth, eighteen hundred and seventy-two.*

GENERAL FUND.

	Cr.
By error in charging warrant No. 5,816, May 27, 1863.....	\$100 00
By error in crediting balance on hand, January 1, 1864.....	1,447 43
By error in footing ledger "I," folio 264, April 30, 1864.....	08
By error in crediting receipts, April, 1864.....	08
By error in footing ledger "K," folio 257, October 31, 1864.....	100 00
By error in posting warrant No. 636, August 5, 1864.....	50
By error in errors and omissions erroneously credited, July 31, 1865.....	66,229 59
By error in posting warrant No. 17,436, June 2, 1866.....	01
By error in balance brought forward, July 1, 1867.....	03
By error in crediting receipts, July, 1867.....	2,000 00
By error in posting warrant No. 1,320, October 15, 1867.....	01
By error in posting warrants, January, 1868.....	30 00
By error in posting warrants, March, 1868.....	6 00
By error in posting warrants, April, 1868.....	73 50
By error in posting warrants, May, 1868.....	25 00
By error in posting warrants, June, 1868.....	1 00
By error in posting warrant No. 7,743, June 6, 1868.....	01
By error in posting warrant No. 223, July 31, 1868.....	01
By error in posting warrants, July, 1868.....	02
By error in posting warrants, September, 1868.....	01
By error in drawing warrant No. 4,815, February 15, 1870..	50
By error in drawing warrant No. 1,754, September 5, 1871..	50
By error in posting warrant No. 2 567, October 12, 1871.....	08
By error in drawing warrant No. 2,624, December 30, 1872.	01
By transfer from Legislative Fund to correct errors.....	97 20
	<hr/> \$70,111 57

SCHOOL FUND.

	Cr.
By error in drawing warrant No. 126, July 13, 1870.....	\$16 00
	<hr/> \$16 00

HOSPITAL FUND.

Dr.

To error in footing ledger "I," folio 39, February 28, 1864..	\$3 00
To error in posting warrant No. 5,493, December 20, 1864...	2 00
	<hr/> \$5 00

STATE CAPITOL FUND.

Dr.

To warrant No. 326, August 15, 1863, not posted.....	\$300 00
To error in posting warrants, August 13, 1863.....	70
To error in drawing warrant No. 2,855, November 7, 1865..	03
To error in drawing warrant No. 2,051, December 2, 1867...	25
To error in posting warrants, January 8, 1868.....	25
To error in balance carried from ledger "M" to "N," July 1, 1868.....	100 00
To error in posting warrants, November 13, 1868.....	40
To error in posting warrants, June 30, 1868.....	103 30
	<hr/> \$504 93

MILITARY FUND.

Dr.

To amount erroneously credited, November 27, 1869.....	\$103 35
To error in posting warrants, April 8, 1869.....	04
	<hr/> \$103 39

HOSPITAL FUND.

Cr.

STATE CAPITOL FUND.

Cr.

By error in drawing warrant No. 9,743, May 6, 1867.....	09
By error in posting warrants, December 2, 1867	50
By error in footing ledger "M," folio 35, January 31, 1868..	40
By error in posting warrants, February 5, 1868.....	\$3 01
By error in posting warrants, March 5, 1868.....	60 25
By error in posting warrants, April 6, 1868	04
By error in posting warrants, May 5, 1868.....	20
By error in posting warrants, June 6, 1868.....	5 00
By error in footing ledger "N," folio 35, October 5, 1868...	99 50
By error in posting warrants, March 6, 1869.....	99 40
By error in footing ledger "N," folio 35, April 30, 1868.....	02
By amount erroneously credited, July 1, 1869.....	103 35
By amount erroneously credited, November 27, 1869	104 25
	<hr/> \$476 01

MILITARY FUND.

Cr.

By error in drawing warrant No. 551, September 5, 1863....	11
By error in posting warrants, January 23, 1864	\$2 00
By error in balance brought forward, May 1, 1869.....	02
	<hr/> \$2 13

SWAMP LAND FUND.

Dr.

To error in posting warrants, January 7, 1862.....	90
To warrants Nos. 10 to 23, July 9, 1863, not posted.....	\$1,053 32
To warrant No. 3,199, February 4, 1864, drawn against District No. 1, paid out of Swamp Land Fund.....	40 00
To certificates paid by Treasurer, January, 1866, not posted.	123 20
To error in drawing warrant No. 7,262, January 17, 1866.....	05
To certificates paid by Treasurer, April, 1867, not posted...	26 49
To amount erroneously charged to correct errors, March 20, 1869.....	40
	<hr/> \$1,244 36

STATE NORMAL SCHOOL BUILDING FUND.

Dr.

SOLDIERS' RELIEF FUND.

Dr.

To error in drawing warrant No. 1,318, November 19, 1863...	\$0 50
To error in drawing warrant No. 5,706, May 9, 1864.....	1 00
To error in posting warrant No. 5,720, May 9, 1864.	09
To error in posting warrant No. 6,319, January 18, 1865.....	1 00
To error in posting warrant No. 5,811, January 18, 1865.....	04
To error in posting warrant No. 13,600, June 7, 1865.....	2 00
To error in footing Journal "K," folio 577, June 7, 1865.....	03
To error in footing Journal "K" No. 2, folio 496, May 31, 1866.	20 00
To error in posting warrant No. 17,760, June 12, 1866.....	6 00
To error in canceling warrants, June 10, 1872	02
	<hr/> \$30 68

SWAMP LAND FUND.

Cr

By error in posting warrants, May 5, 1862.....	\$10 00
By error in posting warrants, March 4, 1862.....	1 00
By error in posting receipts, December 24, 1862.....	4 00
By error in posting warrants, October 13, 1862.....	40 00
By error in posting warrants, February 4, 1863.....	4 92
By amount erroneously credited to correct errors, March 20, 1869.....	1,031 10
By amount erroneously credited to force a balance, June 30, 1869.....	135 37
	<hr/> \$1,226 39

STATE NORMAL SCHOOL BUILDING FUND.

Cr.

By error in drawing warrant No. 3,441, March 22, 1871.....	40
	<hr/> 40

SOLDIERS' RELIEF FUND.

Cr.

By error in posting warrants, October 29, 1864.....	\$1 50
By error in footing Journal "K," folio 195, November 15, 1864.....	30 00
By error in posting warrants, January 23, 1865	50
By error in posting warrant No. 13,367, June 2, 1865.....	50
By error in posting warrant No. 18,135, June 15, 1865.....	2 00
By error in posting warrant No. 13,285, April 10, 1866.....	60 00
	<hr/> \$94 50

SOLDIERS' BOUNTY FUND.

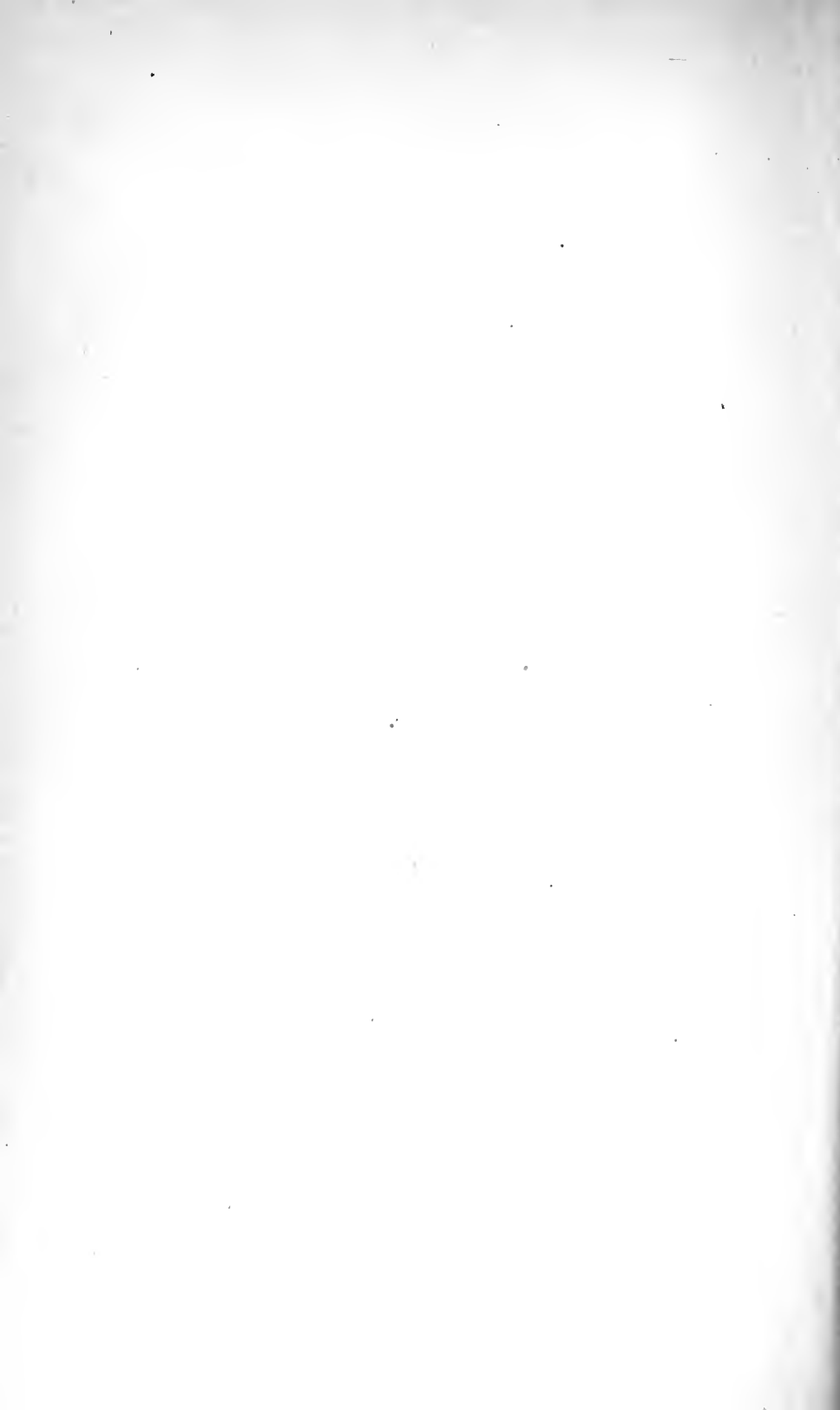
Dr.

To error in drawing warrant No. 12,329, May 9, 1865.....	\$20 00
To error in drawing warrants Nos. 16,190, 16,229, and 16,221, May 25, 1866.....	300 00
To warrant No. 11,508, May 5, 1865, not posted.....	40 00
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To error in posting warrants April 7, 1868	1 00
	<hr/> \$361 50

STATE CAPITOL SPECIAL FUND OF 1870.

Dr.

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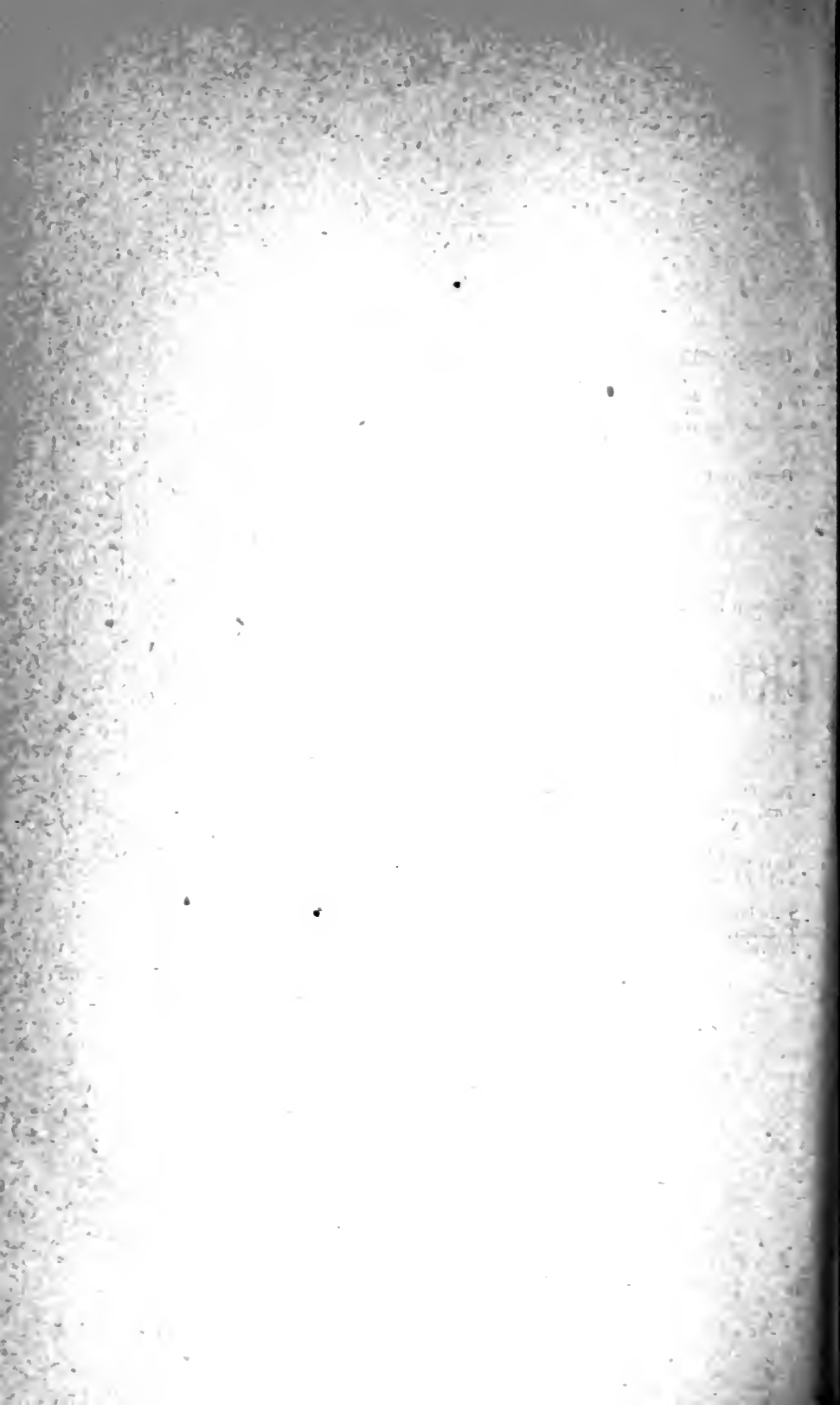
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BIENNIAL REPORT

OF THE

TREASURER OF CALIFORNIA,

FOR THE

TWENTY-THIRD AND TWENTY-FOURTH FISCAL YEARS.

T A. SPRINGER.....STATE PRINTER.

REPORT.

STATE OF CALIFORNIA, TREASURY DEPARTMENT, }
SACRAMENTO, July 31st, 1873. }

His Excellency,
Governor NEWTON BOOTH:

SIR: In compliance with Section 332, Political Code of the State, I have the honor to transmit herewith my report of the financial transactions of the State during the twenty-third and twenty-fourth fiscal years, ending respectively June thirtieth, eighteen hundred and seventy-two, and June thirtieth, eighteen hundred and seventy-three, as follows:

First—Receipts from County Treasurers.

Second—Receipts from other sources.

Third—Disbursements.

Fourth—Transactions in each Fund.

Fifth—Recapitulation, giving balance in all the Funds.

Sixth—Transactions in State bonds.

Seventh—Bonds held in trust for School Fund.

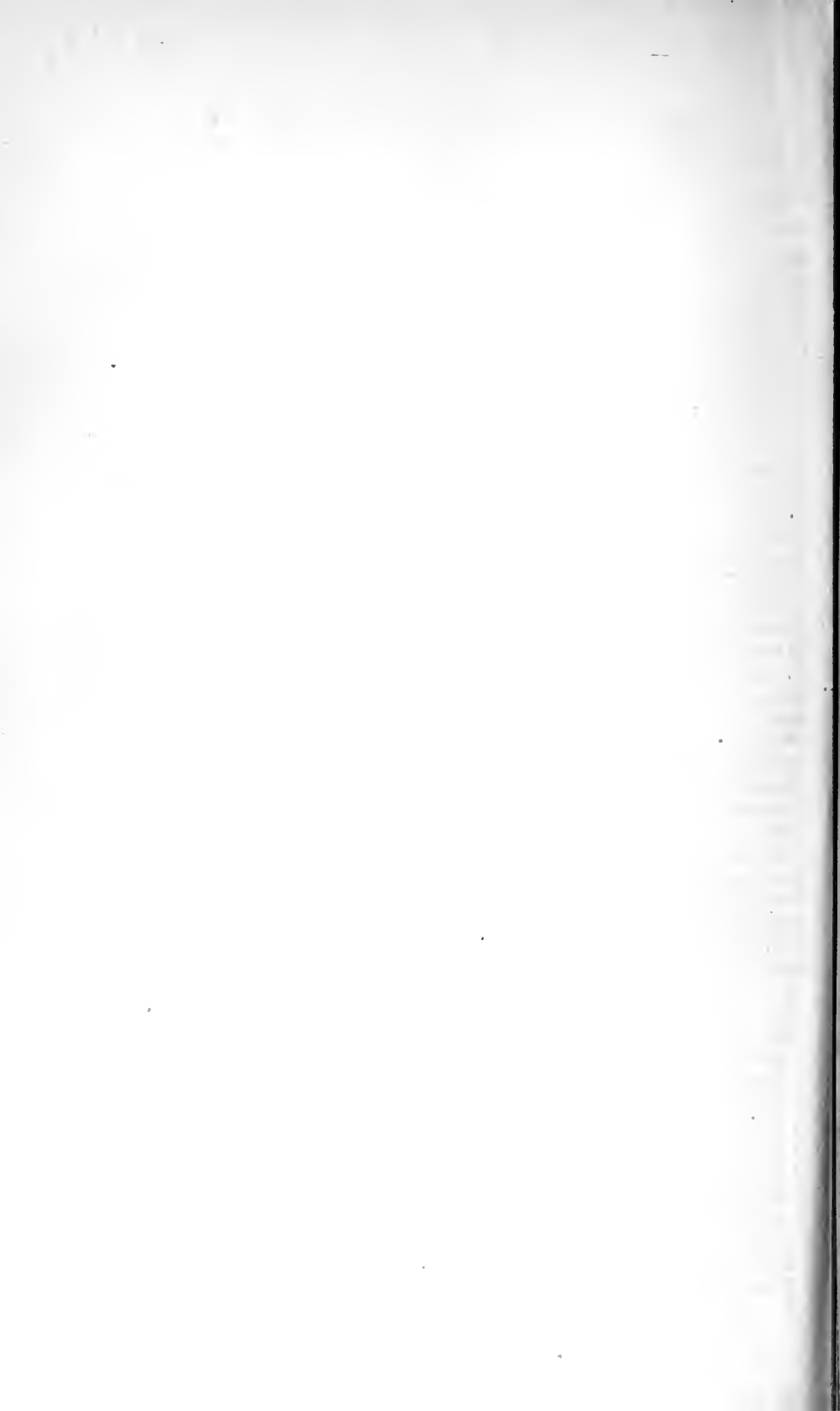
Eighth—Bonds held in trust for University Fund.

Ninth—State debt and assets.

Tenth—Coupon account.

Very respectfully, yours, obedient,

F. BAEHR,
State Treasurer.



RECEIPTS INTO THE STATE TREASURY.

Receipts from County Treasurers	23d Fiscal Year.	24th Fiscal Year.	Amount.
Alameda.....	\$107,071 72	\$158,218 93	\$265,290 65
Alpine.....	2,745 85	2,027 84	4,773 69
Amador.....	20,726 24	12,781 29	33,507 53
Butte.....	36,162 82	45,878 61	82,041 43
Calaveras.....	11,878 51	10,336 42	22,214 93
Colusa.....	40,985 10	45,546 42	86,531 52
Contra Costa.....	26,328 02	35,655 53	61,983 55
Del Norte.....	8,962 86	3,600 42	12,563 28
El Dorado.....	19,559 16	11,859 82	31,418 98
Fresno.....	28,249 52	42,683 54	70,933 06
Humboldt.....	23,452 94	26,059 99	49,512 93
Inyo.....	4,848 63	7,683 27	12,531 90
Kern.....	16,390 48	38,011 61	54,402 09
Klamath.....	3,707 90	2,743 98	6,451 88
Lake.....	8,981 95	11,084 28	20,066 23
Lassen.....	4,708 38	4,565 90	9,274 28
Los Angeles.....	46,896 66	65,292 03	112,188 69
Marin.....	26,026 44	36,132 68	62,159 12
Mariposa.....	18,452 98	8,158 32	26,611 30
Mendocino.....	30,606 19	38,978 42	69,584 61
Merced.....	28,309 47	19,290 19	47,599 66
Mono.....	2,606 69	2,645 32	5,252 01
Monterey.....	30,210 01	61,306 70	91,516 71
Napa.....	36,152 30	43,107 37	79,259 67
Nevada.....	45,956 73	36,401 47	82,358 20
Placer.....	40,415 29	33,015 77	73,431 06
Plumas.....	10,290 36	9,089 81	19,380 17
Sacramento.....	104,810 25	115,638 69	220,448 94
San Bernardino.....	11,546 80	19,175 76	30,722 56
San Diego.....	14,452 29	18,674 83	33,127 12
San Francisco.....	927,426 70	915,605 05	1,843,031 75
San Joaquin.....	85,588 03	104,627 06	190,215 09
San Luis Obispo.....	19,354 67	32,537 59	51,892 26
San Mateo.....	25,754 37	45,723 30	71,477 67
Santa Barbara.....	24,315 94	24,836 77	49,152 71
Santa Clara.....	107,654 61	137,460 95	245,115 56
Santa Cruz.....	17,497 93	38,904 69	56,402 62
Shasta.....	10,298 06	9,676 65	19,974 71
Sierra.....	15,492 86	9,351 62	24,844 48
Siskiyou.....	21,687 53	20,453 48	42,141 01
Solano.....	53,846 45	74,098 02	127,944 47
Sonoma.....	71,482 11	101,204 44	172,686 55
Stanislaus.....	28,146 00	43,523 88	71,669 88
Sutter.....	20,797 20	22,072 18	42,869 38
Tehama.....	22,269 53	5,611 22	27,880 75
Trinity.....	5,026 81	3,096 23	8,123 04
Carried forward.....	\$2,268,131 34	\$2,554,428 34	\$4,822,559 68

RECEIPTS—Continued.

Receipts from County Treasurers	23d Fiscal Year.	24th Fiscal Year.	Amount.
Brought forward.....	\$2,268,131 34	\$2,554,428 34	\$4,822,559 68
Tulare	29,420 94	47,161 64	76,582 58
Tuolumne	10,316 35	8,040 72	18,357 07
Yolo	38,925 84	53,869 45	92,795 29
Yuba	36,328 80	24,873 94	61,202 74
Totals.....	\$2,383,123 27	\$2,688,374 09	\$5,071,497 36
FROM OTHER SOURCES.			
Clerk of Supreme Court	8,627 50	5,155 00	13,782 50
Secretary of State, fees in office.....	8,644 50	6,048 95	14,693 45
Secretary of State, sale of Codes, etc.....	1,521 34	9,000 00	10,521 34
Secretary of State, sale of ballot paper.....	8 40	234 00	242 40
Commissioner of Immi- gration	3,864 60	440 00	4,304 60
Harbor Commissioners..	117,026 48	83,284 21	200,310 69
Insurance Commis'r.....	9,490 47	8,552 85	18,043 32
Stamps	129,113 97	40,948 75	170,062 72
Tide lands.....	357,481 60	256,851 26	614,332 86
Interest on bonds held in trust for School Fund	79,345 00	81,795 00	161,140 00
Interest on bonds held in trust for Univ'ty Fund	4,025 00	12,667 50	16,692 50
Transfer from Coupon Fund.....	4,359 16	1,452 50	5,811 66
Sale of State Capitol Bonds .....	.....	250,000 00	250,000 00
Sale of six per cent bonds of 1873.....	.....	347,811 88	347,811 88
D. W. Potter, defaulting Assessor of Trinity County	563 88	.....	563 88
Attorney General, cost of suits.....	250 00	.....	250 00
Sale of blacksmith shop	371 00	.....	371 00
John Kelly, amount on overpaid warrant.....	54 00	.....	54 00
Totals.....	\$3,107,870 17	\$3,792,615 99	\$6,900,486 16
Balance on hand, July 1st, 1871.....	.....	.....	464,949 39
Grand total.....	.....	.....	\$7,365,435 55

DISBURSEMENTS.

For what purpose.	23d Fiscal Year.	24th Fiscal year.	Amount.
Paid Controller's War-rants.....	\$2,639,222 82	\$3,855,063 50	\$6,494,286 32
Paid certificates of trans-fer.....	551 90	776 05	1,327 95
	\$2,639,774 72	\$3,855,839 55	\$6,495,614 27
Balance in the Treasury June 30, 1873.....	.....	.....	869,821 28
Total.....	.....	.....	\$7,365,435 55

GENERAL FUND.

	Receipts.	Payments.
July 1st, 1871—Balance on hand.....	\$24,743 65	
From County Treasurers, twenty-third fiscal year.....	807,153 61	
From County Treasurers, twenty-fourth fiscal year.....	1,319,673 49	
Stamps, twenty-third fiscal year.....	129,113 97	
Stamps, twenty-fourth fiscal year.....	40,948 75	
Clerk of Supreme Court, twenty-third fiscal year.....	6,502 50	
Clerk of Supreme Court, twenty-fourth fiscal year.....	3,604 00	
Insurance Commissioner, twenty-third fiscal year.....	9,490 47	
Insurance Commissioner, twenty-fourth fiscal year.....	8,552 85	
Tide lands, twenty-third fiscal year.....	357,481 60	
Tide lands, twenty-fourth fiscal year.....	256,851 26	
Secretary of State, twenty-third fiscal year.....	1,521 34	
Secretary of State, twenty-fourth fiscal year.....	9,000 00	
Transfers from Coupon Fund, twenty-third fiscal year.....	4,359 16	
Transfers from Coupon Fund, twenty-fourth fiscal year.....	1,452 50	
Attorney General, twenty-third fiscal year.....	250 00	
D.W. Potter, defaulting Assessor of Trinity County, twenty-third fiscal year...	563 88	
By transfer from other Funds, twenty-third fiscal year.....	236,826 43	
By transfer from other Funds, twenty-fourth fiscal year.....	419 46	
Paid Controller's warrants, twenty-third fiscal year.....		\$1,356,985 41
Paid Controller's warrants, twenty-fourth fiscal year.....		1,383,415 92
Transfer to other Funds, twenty-third fiscal year.....		200,684 00
Transfer to other Funds, twenty-fourth fiscal year.....		262,201 52
Balance on hand, June 30th, 1873.....		15,221 61
	\$3,218,508 46	\$3,218,508 46

SCHOOL FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$95,336 22	
From County Treasurers, twenty-third fiscal year.....	350,194 61	
From County Treasurers, twenty-fourth fiscal year.....	336,050 24	
From interest on bonds, twenty-third fiscal year.....	79,345 00	
From interest on bonds, twenty-fourth fiscal year.....	81,795 00	
Paid Controller's warrants, twenty-third fiscal year.....		\$423,607 74
Paid Controller's warrants, twenty-fourth fiscal year.....		426,446 54
Paid certificates of transfer, twenty-third fiscal year.....		104 00
Transfer to other Funds.....		2,647 10
Balance on hand, June 30th, 1873.....		89,915 69
	\$942,721 07	\$942,721 07

INTEREST AND SINKING FUND OF 1857.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$166,294,66	
From County Treasurers, twenty-third fiscal year.....	350,427 56	
From County Treasurers, twenty-fourth fiscal year.....	148,812 57	
From sale of six per cent bonds of 1873, twenty-fourth fiscal year.....	347,811 88	
Paid Controllers' warrants, twenty-third fiscal year.....		\$238,808 39
Paid Controller's warrants, twenty-fourth fiscal year.....		384,353 15
Balance on hand June 30th, 1873.....		390,185 13
	\$1,013,346 67	\$1,013,346 67

INTEREST AND SINKING FUND OF 1860.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$934 15	
From County Treasurers, twenty-third fiscal year.....	29,177 99	
From County Treasurers, twenty-fourth fiscal year.....	6,552 68	
Paid Controller's warrants, twenty-third fiscal year.....		\$8,488 92
Paid Controller's warrants, twenty-fourth fiscal year.....		22,637 00
Balance on hand June 30th, 1873.....		5,538 90
	\$36,664 82	\$36,664 82

STATE CAPITOL FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$7,866 37	
From County Treasurers, twenty-third fiscal year.....	233,226 92	
From County Treasurers, twenty-fourth fiscal year.....	192,817 64	
Amount returned from overpaid warrant, twenty-third fiscal year.....	54 00	
Sale of blacksmith shop, twenty-third fiscal year.....	371 00	
Transfer from other Funds.....	2,420 50	
Paid Controller's warrants, twenty-third fiscal year.....		\$233,176 37
Paid Controller's warrants, twenty-fourth fiscal year.....		202,171 18
Balance on hand June 30th, 1873.....		1,408 88
	\$436,756 43	\$436,756 43

MILITARY FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$966 39	
From County Treasurers, twenty-third fiscal year.....	29,292 25	
From County Treasurers, twenty-fourth fiscal year.....	54,913 30	
Paid Controller's warrants, twenty-third fiscal year.....		\$28,801 75
Paid Controller's warrants, twenty-fourth fiscal year.....		55,653 99
Balance on hand June 30th, 1873.....		716 20
	\$85,171 94	\$85,171 94

SOLDIERS' BOUNTY INTEREST FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$23,218 75	
From County Treasurers, twenty-third fiscal year.....	47,254 11	
From County Treasurers, twenty-fourth fiscal year.....	38,575 85	
Paid Controller's warrants, twenty-third fiscal year.....		\$21,175 00
Paid Controller's warrants, twenty-fourth fiscal year.....		42,350 00
Transferred to General Fund, twenty-third fiscal year.....		28,108 00
Balance on hand June 30th, 1873.....		17,415 71
	\$109,048 71	\$109,048 71

SOLDIERS' RELIEF INTEREST FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund	\$1,686 87	
From County Treasurers, twenty-third fiscal year	93,423 20	
From County Treasurers, twenty-fourth fiscal year	28,905 23	
Paid Controller's warrants, twenty- third fiscal year.....	.....	\$12,232 50
Paid Controller's warrants, twenty- fourth fiscal year.....	.....	28,315 00
Transferred to General Fund, twenty- third fiscal year.....	.....	70,614 31
Balance on hand June 30th, 1873.....	.....	12,853 49
	\$124,015 30	\$124,015 30

PACIFIC RAILROAD FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund	\$3,910 96	
From County Treasurers, twenty-third fiscal year	186,437 70	
From County Treasurers, twenty-fourth fiscal year	105,978 02	
Paid Controller's warrants, twenty- third fiscal year.....	.....	\$52,500 00
Paid Controller's warrants, twenty- fourth fiscal year.....	.....	157,500 00
Transferred to General Fund.....	.....	85,287 14
Balance on hand June 30th, 1873.....	.....	1,039 54
	\$296,326 68	\$296,326 68

STATE NORMAL SCHOOL BUILDING FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$426 44	
From County Treasurers, twenty-third fiscal year.....	46,545 11	
From County Treasurers, twenty-fourth fiscal year.....	69,196 40	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$46,234 28
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	69,178 37
Balance on hand June 30th, 1873.....	.....	755 30
	\$116,167 95	\$116,167 95

STATE PRISON BUILDING FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$7,186 65	
From County Treasurers, twenty-third fiscal year.....	69,775 96	
From County Treasurers, twenty-fourth fiscal year.....	5,180 52	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$72,154 97
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	9,908 79
Balance on hand June 30th, 1873.....	.....	79 37
	\$82,143 13	\$82,143 13

STATE CAPITOL BONDS INTEREST FUND OF 1870.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$21,494 30	.
From County Treasurers, twenty-third fiscal year.....	34,888 35	
From County Treasurers, twenty-fourth fiscal year.....	17,936 04	
Paid Controller's warrants, twenty- third fiscal year.....	.....	\$8,750 00
Paid Controller's warrants, twenty- fourth fiscal year.....	.....	26,250 00
Balance on hand June 30th, 1873.....	.....	39,318 69
	\$74,318 69	\$74,318 69

STATE CAPITOL BONDS INTEREST FUND OF 1872.

	Receipts.	Payments.
From County Treasurers.....	\$15,339 04	
Transferred from General Fund.....	2,160 96	
Paid Controller's warrants.....	.....	\$17,500 00
	\$17,500 00	\$17,500 00

STATE SCHOOL LAND FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$1,053 53	
From County Treasurers, twenty-third fiscal year.....	99,801 63	
From County Treasurers, twenty-fourth fiscal year.....	173,722 61	
Paid Controller's warrants, twenty-third fiscal year.....		\$8,694 83
Paid Controller's warrants, twenty-fourth fiscal year.....		233,122 24
Paid certificates of transfer, twenty-third fiscal year.....		447 90
Paid certificates of transfer, twenty-fourth fiscal year.....		520 13
Transferred to other Funds.....		537 88
Balance on hand June 30th, 1873.....		31,254 79
	\$274,577 77	\$274,577 77

STATE UNIVERSITY FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$3,928 00	
From County Treasurers, twenty-third fiscal year.....	2,866 89	
From County Treasurers, twenty-fourth fiscal year.....	3,420 42	
Interest on bonds, twenty-third fiscal year.....	4,025 00	
Interest on bonds, twenty-fourth fiscal year.....	12,667 50	
Transfer from General Fund, twenty-fourth fiscal year.....	7,312 18	
Paid Controller's warrants, twenty-third fiscal year.....		\$34,010 78
Balance on hand June 30th, 1873.....		209 21
	\$34,219 99	\$34,219 99

STATE LIBRARY FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$4,036 59	
From Secretary of State, twenty-third fiscal year.....	8,644 50	
From Secretary of State, twenty-fourth fiscal year.....	6,048 95	
Transfer from other Funds, twenty-third fiscal year.....	404 00	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$5,480 66
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	5,107 81
Balance on hand June 30th, 1873.....	.....	8,545 57
	\$19,134 04	\$19,134 04

HOSPITAL FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$1,136 57	
From Commissioner of Immigration, twenty-third fiscal year.....	3,864 60	
From Commissioner of Immigration, twenty-fourth fiscal year.....	440 00	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$140 05
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	922 32
Balance on hand June 30th, 1873.....	.....	4,378 80
	\$5,441 17	\$5,441 17

SUPREME COURT LIBRARY FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$335 00	
From Clerk of Supreme Court, twenty-third fiscal year.....	2,125 00	
From Clerk of Supreme Court, twenty-fourth fiscal year.....	1,551 00	
Paid Controller's warrants, twenty-third fiscal year.....		\$555 00
Paid Controller's warrants, twenty-fourth fiscal year.....		2,077 35
Balance on hand June 30th, 1873.....		1,378 65
	\$4,011 00	\$4,011 00

INSANE ASYLUM FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$11 97	
From County Treasurers, twenty-third fiscal year.....	91 41	
Paid Controller's warrants, twenty-fourth fiscal year.....		\$103 38
	\$103 38	\$103 38

INSANE ASYLUM SPECIAL FUND.

	Receipts.	Payments.
From County Treasurers, twenty-fourth fiscal year.....	\$153,523 16	
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	\$62,694 94
Balance on hand June 30th, 1873.....	.....	90,828 22
	\$153,523 16	\$153,523 16

SWAMP LAND FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$3,983 20	
From County Treasurers, twenty-third fiscal year.....	12 48	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$6 00
Balance on hand June 30th, 1873.....	.....	3,989 68
	\$3,995 68	\$3,995 68

SOLDIERS' RELIEF FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$3,444 80	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$215 66
Transferred to Soldier's Bounty Fund, twenty-fourth fiscal year.....	.....	1,622 49
Balance on hand June 30th, 1873... ..	.....	1,606 65
	\$3,444 80	\$3,444 80

SOLDIERS' BOUNTY FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$5,334 29	
Transfer from Soldiers' Relief Fund.....	1,622 49	
Paid Controller's warrants.....	.....	\$984 67
Balance on hand June 30th, 1873.....	.....	5,972 11
	\$6,956 78	\$6,956 78

LINE OFFICERS' FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$1,399 96	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$732 29
Balance on hand June 30th, 1873.....	.....	667 67
	\$1,399 96	\$1,399 96

HARBOR PROTECTION FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$761 92	
From Harbor Commissioners, twenty-third fiscal year.....	67,594 88	
Balance on hand June 30th, 1873.....	.....	\$68,356 80
	\$68,356 80	\$68,356 80

WHARF AND DOCK FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$56,121 33	
From Harbor Commissioners, twenty-third fiscal year.....	49,431 60	
From Harbor Commissioners, twenty-fourth fiscal year.....	83,234 21	
Paid Controller's warrants, twenty-third fiscal year.....		\$40,184 60
Paid Controller's warrants, twenty-fourth fiscal year.....		94,400 09
Balance on hand June 30th, 1873.....		54,252 45
	\$188,837 14	\$188,837 14

WAR BOND FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$9,036 21	
Paid Controller's warrants, twenty-third fiscal year.....		\$60 65
Paid Controller's warrants, twenty-fourth fiscal year.....		47 16
Balance on hand June 30th, 1873.....		8,928 40
	\$9,036 21	\$9,036 21

ESTATES OF DECEASED PERSONS.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$5,503 39	
From County Treasurers.....	638 10	
Balance on hand June 30th, 1873.....	.....	\$6,141 49
	\$6,141 49	\$6,141 49

UNIVERSITY ENDOWMENT FUND.

	Receipts.	Payments.
Transferred from General Fund, twenty-third fiscal year.....	\$200,000 00	
Transferred from General Fund, twenty-fourth fiscal year.....	200,000 00	
Purchase of United States five-twenty bonds .....	.....	\$65,000 00
Purchase of California State bonds.....	.....	335,000 00
	\$400,000 00	\$400,000 00

STATE CAPITOL SPECIAL FUND.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund... ..	\$12,226 51	
Paid Controller's warrants, twenty-third fiscal year.....	.....	11,941 09
Balance on hand June 30th, 1873.....	.....	285 42
	\$12,226 51	\$12,226 51

STATE CAPITOL SPECIAL FUND, 1872.

	Receipts.	Payments.
From sale of bonds, twenty-fourth fiscal year.....	\$250,000 00	
Paid Controller's warrants.....	.....	\$246,295 78
Balance on hand June 30th, 1873.....	.....	3,704 22
	\$250,000 00	\$250,000 00

ELECTION REWARD FUND.

	Receipts.	Payments.
From Secretary of State, twenty-third fiscal year.....	\$8 40	
From Secretary of State, twenty-fourth fiscal year.....	234 00	
Balance on hand June 30th, 1873.....	.....	\$242 40
	\$242 40	\$242 40

SWAMP LAND DISTRICT No. 1.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$130 88	
Balance on hand June 30th, 1873.....	.....	\$130 88
	\$130 88	\$130 88

SWAMP LAND DISTRICT No. 2.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$36 15	
Balance on hand June 30th, 1873.....	.....	\$36 15
	\$36 15	\$36 15

SWAMP LAND DISTRICT No. 5.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$346 70	
From County Treasurers, twenty-third fiscal year.....	122 39	
From County Treasurers, twenty- fourth fiscal year.....	397 81	
Balance on hand June 30th, 1873.....	.....	\$866 90
	\$866 90	\$866 90

SWAMP LAND DISTRICT No. 6.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$37 54	
Balance on hand July 30th, 1873.....	.....	\$37 54
	\$37 54	\$37 54

SWAMP LAND DISTRICT No. 8.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$60 40	
Balance on hand June 30th, 1873.....	.....	\$60 40
	\$60 40	\$60 40

SWAMP LAND DISTRICT No. 16.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$1,051 26	
Balance on hand June 30th, 1873.....	.....	\$1,051 26
	\$1,051 26	\$1,051 26

SWAMP LAND DISTRICT No 18.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$173 65	
From County Treasurers, twenty-third fiscal year.....	1,793 00	
From County Treasurers, twenty-fourth fiscal year.....	17,379 07	
Paid Controller's warrants, twenty-third fiscal year.....	.....	\$1,792 99
Paid Controller's warrants, twenty-fourth fiscal year.....	.....	15,483 83
Paid certificate of transfer.....	.....	255 92
Balance on hand June 30th, 1873.....	.....	1,812 98
	\$19,345 72	\$19,345 72

SWAMP LAND DISTRICT No. 38.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$60 60	
Balance on hand June 30th, 1873.....	.....	\$60 60
	\$60 60	\$60 60

SWAMP LAND DISTRICT No. 41.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$100 44	
Paid Controller's warrant.....	.....	\$100 00
Balance on hand June 30th, 1873.....	.....	44
	\$100 44	\$100 44

SWAMP LAND DISTRICT No. 45.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$21 85	
Balance on hand June 30th, 1873.....	.....	\$21 85
	\$21 85	\$21 85

SWAMP LAND DISTRICT No. 46.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$152 59	
Balance on hand June 30th, 1873.....	.....	\$152 59
	\$152 59	\$152 59

SWAMP LAND DISTRICT No. 48.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$312 58	
Balance on hand June 30th, 1873.....	.....	\$312 58
	\$312 58	\$312 58

SWAMP LAND DISTRICT No. 49.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$18 70	
Balance on hand June 30th, 1873.....	.....	\$18 70
	\$18 70	\$18 70

SWAMP LAND DISTRICT No. 51.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$34 08	
Balance on hand June 30th, 1873.....	.....	\$34 08
	\$34 08	\$34 08

SWAMP LAND DISTRICT No. 59.

	Receipts.	Payments.
July 1st, 1871—Balance in Fund.....	\$27 29	
Balance on hand June 30th, 1873.....	.....	\$27 29
	\$27 29	\$27 29

RECAPITULATION.

Balance in each Fund, June 30th, 1873.

FUNDS.	Amounts.
General Fund.....	\$15,221 61
School Fund.....	89,915 69
Interest and Sinking Fund of 1857.....	390,185 13
Interest and Sinking Fund of 1860.....	5,538 90
State Capitol Fund.....	1,408 88
Military Fund.....	716 20
Soldiers' Bounty Interest Fund.....	17,415 71
Soldiers' Relief Interest Fund.....	12,853 49
Pacific Railroad Fund.....	1,039 54
State Normal School Building Fund.....	755 30
State Prison Building Fund.....	79 37
State Capitol Bonds Interest Fund of 1870.....	39,318 69
State School Land Fund.....	31,254 79
State University Fund.....	209 21
State Library Fund.....	8,545 57
Hospital Fund.....	4,378 80
Supreme Court Library Fund.....	1,378 65
Insane Asylum Special Fund.....	90,828 22
Swamp Land Fund.....	3,989 68
Soldiers' Relief Fund.....	1,606 65
Soldiers' Bounty Fund.....	5,972 11
Line Officers' Fund.....	667 67
Harbor Protection Fund.....	68,356 80
War Bond Fund.....	8,928 40
Wharf and Dock Fund.....	54,252 45
Capitol Special Fund.....	285 42
Capitol Special Fund of 1872.....	3,704 22
Election Reward Fund.....	242 40
Estates of Deceased Persons' Fund.....	6,141 49
Swamp Land District No. 1.....	130 88
Swamp Land District No. 2.....	36 15
Swamp Land District No. 5.....	866 90
Swamp Land District No. 6.....	37 54
Swamp Land District No. 8.....	60 40
Swamp Land District No. 16.....	1,051 26
Swamp Land District No. 18.....	1,812 98
Swamp Land District No. 38.....	66 60
Swamp Land District No. 41.....	44
Swamp Land District No. 45.....	21 85
Swamp Land District No. 46.....	152 59
Swamp Land District No. 48.....	312 58
Swamp Land District No. 49.....	18 70
Swamp Land District No. 51.....	34 68
Swamp Land District No. 59.....	27 29
Total.....	\$869,821 28

TRANSACTIONS IN STATE BONDS.

<i>Funded Debt of 1857, 7 per cent Bonds.</i>		
Outstanding July 1st, 1871.....	\$2,162,000 00	
Redeemed.....	574,500 00	
Outstanding June 30th, 1873.....		\$1,587,500 00
<i>Funded Debt of 1860, 7 per cent Bonds.</i>		
Outstanding July 1st, 1871.....	\$125,000 00	
Redeemed.....	23,500 00	
Outstanding June 30th, 1873.....		\$101,500 00
<i>Soldiers' Bounty 7 per cent Bonds.</i>		
Outstanding July 1st, 1871.....	\$605,000 00	
Redeemed.....	605,000 00	
<i>Soldiers' Relief 7 per cent Bonds.</i>		
Outstanding July 1st, 1871.....	\$349,500 00	
Redeemed.....	239,500 00	
Outstanding June 30th, 1873.....		\$110,000 00
<i>State Capitol 7 per cent Bonds of 1870.</i>		
Outstanding July 1st, 1871.....	\$250,000 00	
Outstanding June 30th, 1873.....		\$250,000 00
<i>State Capitol 7 per cent Bonds of 1872.</i>		
Amount sold.....	\$250,000 00	
Outstanding June 30th, 1873.....		\$250,000 00
<i>Funded Debt of 1873, 6 per cent Bonds.</i>		
Exchanged for other bonds.....	\$1,147,500 00	
Sold to School and University Funds...	350,000 00	
Outstanding June 30th, 1873.....		\$1,497,500 00

BONDS HELD IN TRUST FOR STATE SCHOOL FUND.

	Amount.
State Capitol Bonds of 1870, 7 per cent	\$236,000 00
State Capitol Bonds of 1872, 7 per cent	115,000 00
Funded Debt of 1873, 6 per cent.....	1,066,500 00
Total	\$1,417,500 00

BONDS HELD IN TRUST FOR STATE UNIVERSITY FUND.

	Amount.
State Capitol Bonds of 1872, 7 per cent	\$135,000 00
Funded Debt of 1873, 6 per cent.....	261,500 00
United States 5-20 Bonds, 6 per cent	65,000 00
Total	\$461,500 00

STATE DEBT JUNE 30TH, 1873.

	Amount.	Totals.
Outstanding bonds of 1857.....	\$1,587,500 00	
Outstanding bonds of 1860.....	101,500 00	
Outstanding Soldiers' Relief Bonds.....	110,000 00	
Outstanding State Capitol Bonds of 1870	250,000 00	
Outstanding State Capitol Bonds of 1872	250,000 00	
Outstanding Funded Debt of 1873 Bonds	1,497,500 00	
Total outstanding bonds.....		\$3,796,500 00
Outstanding Controller's warrants on General Fund.....	\$106,051 75	
Outstanding Controller's warrants on State Capitol Fund.....	79,080 43	
Outstanding Controller's warrants on Military Fund.....	15,679 95	
Outstanding Controller's warrants on State Normal School Building Fund..	84,215 70	
Outstanding Controller's warrants on State Prison Building Fund.....	79 37	
Outstanding Controller's warrants on State School Land Fund.....	831 20	
Outstanding Controller's warrants on Hospital Fund.....	4,320 65	
Outstanding Controller's warrants on Insane Asylum Special Fund.....	18,183 50	
Outstanding Controller's warrants on State Capitol Fund of 1872.....	2,192 47	
Total outstanding warrants.....		\$310,635 02
Total debt June 30th, 1873.....		\$4,107,135 02

ASSETS HELD BY THE STATE JUNE 30TH, 1873.

	Amount.
Bonds held in trust for School Fund	\$1,417,500 00
Bonds held in trust for University Fund.....	461,500 00
Balance of cash on hand, gold coin	780,000 00
Silver coin	77,820 28
Legal tenders	12,001 00
Total assets June 30th, 1873.....	\$2,748,821 28

INTEREST AND COUPON ACCOUNT.

BONDS.	Balance on hand, July 1, 1871.	Receipts.	Payments.	Transferred to General Fund.	Balance on hand, June 30, 1873.
<i>Bonds of 1857.</i>					
Coupon No. 16.....	\$19 36	.....	.....	\$19 36	.....
Coupon No. 17.....	87 30	.....	.....	87 30	.....
Coupon No. 18.....	70 00	.....	.....	70 00	.....
Coupon No. 19.....	245 00	\$157 50	.....	402 50	.....
Coupon No. 20.....	717 50	.....	\$262 50	455 00	.....
Coupon No. 21.....	437 50	.....	35 00	402 50	.....
Coupon No. 22.....	332 50	.....	35 00	297 50	.....
Coupon No. 23.....	507 50	.....	35 00	472 50	.....
Coupon No. 24.....	822 50	.....	175 00	647 50	.....
Coupon No. 25.....	2,485 00	.....	1,470 00	1,015 00	.....
Coupon No. 26.....	74,410 00	.....	74,095 00	315 00	.....
Coupon No. 27.....	.....	69,405 00	68,827 50	577 50	.....
Coupon No. 28.....	.....	69,405 00	68,635 00	.....	\$770 00
Coupon No. 29.....	.....	63,280 00	62,125 00	.....	1,155 00
<i>Bonds of 1860.</i>					
Coupon No. 11.....	\$17 50	.....	.....	\$17 50	.....

Coupon No. 12.....	17 50	.....	.....	17 50	.....
Coupon No. 13.....	17 50	.....	.....	17 50	.....
Coupon No. 14.....	17 50	.....	.....	17 50	.....
Coupon No. 15.....	17 50	.....	.....	17 50	.....
Coupon No. 16.....	17 50	.....	.....	17 50	.....
Coupon No. 17.....	35 00	.....	.....	35 00	.....
Coupon No. 18.....	35 00	.....	.....	35 00	.....
Coupon No. 19.....	35 00	.....	.....	35 00	.....
Coupon No. 20.....	4,375 00	.....	4,340 00	35 00	.....
Coupon No. 21.....	.....	4,375 00	4,340 00	35 00	.....
Coupon No. 22.....	.....	4,235 00	4,200 00	.....	\$35 00
Coupon No. 23.....	.....	3,850 00	3,710 00	.....	140 00

Pacific Railroad Bonds.

Coupon No. 3.....	\$35 00	.....	.....	\$35 00	.....
Coupon No. 10.....	70 00	.....	\$70 00	.....	.....
Coupon No. 11.....	.....	\$35 00	.....	35 00	.....
Coupon No. 12.....	210 00	35 00	140 00	105 00	.....
Coupon No. 13.....	1,260 00	.....	1,155 00	105 00	.....
Coupon No. 14.....	52,500 00	.....	52,360 00	140 00	.....
Coupon No. 15.....	.....	52,500 00	52,150 00	350 00	.....
Coupon No. 16.....	.....	52,500 00	52,150 00	.....	\$350 00
Coupon No. 17.....	.....	52,500 00	51,380 00	.....	1,120 00

Soldiers' Relief Bonds.

Coupon No. 15.....	\$12,232 50	.....	\$12,232 50	.....	.....
Coupon No. 16.....	.....	\$12,232 50	12,232 50	.....	.....
Coupon No. 17.....	.....	12,232 50	12,232 50	.....	.....
Coupon No. 18.....	.....	12,232 50	12,215 00	.....	\$17 50

INTEREST AND COUPON ACCOUNT—Continued.

BONDS.	Balance on hand, July 1, 1871.	Receipts.	Payments.	Transferred to General Fund.	Balance on hand, June 30, 1873.
<i>Soldiers' Bounty Bonds.</i>					
Coupon No. 14.....	\$21,175 00	.....	\$21,175 00	.....	.....
Coupon No. 15.....	.....	\$21,175 00	21,175 00	.....	.....
Coupon No. 16.....	.....	21,175 00	21,175 00	.....	.....
Coupon No. 17.....	.....	21,175 00	21,175 00	.....	.....
<i>State Capitol Bonds of 1870.</i>					
Coupon No. 2.....	\$8,750 00	.....	\$8,750 00	.....	.....
Coupon No. 3.....	.....	\$8,750 00	8,750 00	.....	.....
Coupon No. 4.....	.....	8,750 00	8,750 00	.....	.....
Coupon No. 5.....	.....	8,750 00	8,750 00	.....	.....
<i>State Capitol Bonds of 1872.</i>					
Coupon No. 1.....	.....	\$8,750 00	\$8,750 00	.....	.....

BIENNIAL REPORT

OF THE

SURVEYOR GENERAL

OF THE

STATE OF CALIFORNIA,

FROM DECEMBER 4, 1871. TO AUGUST 1, 1873.

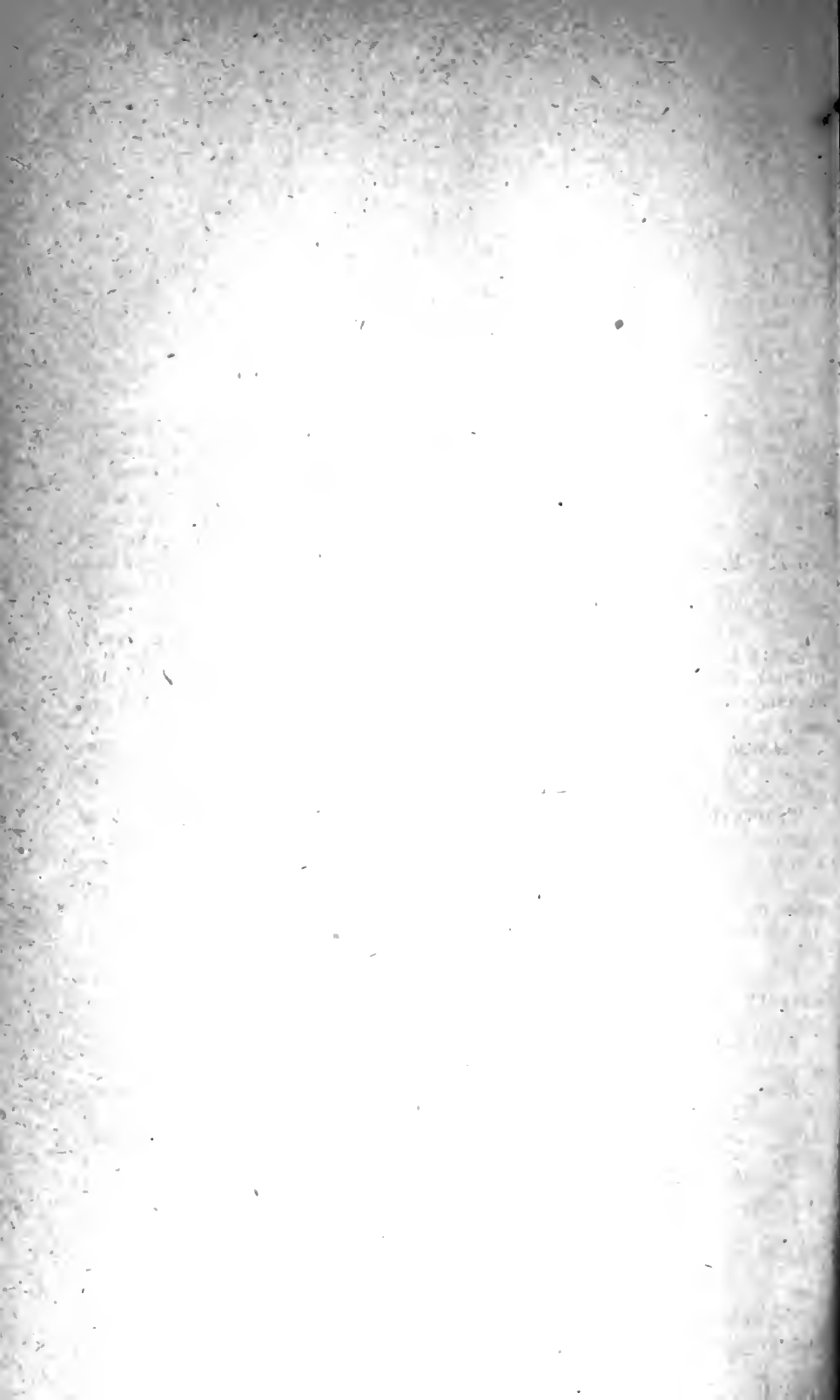
T. A. SPRINGER.....STATE PRINTER.

To His Excellency,
NEWTON BOOTH,
Governor of California:

SIR: I herewith beg leave to submit the following report of my official transactions, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three.

I am, very respectfully, your obedient servant,

ROBERT GARDNER,
Surveyor General and ex officio Register of the State Land Office.



REPORT.

The State of California, commencing at about thirty-two degrees thirty minutes north latitude, extends north to the forty-second parallel, having an average width of about four degrees, and covers an area of about one hundred and eighty thousand square miles, or about one hundred and twenty millions of acres. So far as shown by the records of my office, there are about five thousand government townships in the State (whole and fractional); of these, two thousand two hundred and eighty-four have been surveyed by the United States, prior to January first, eighteen hundred and seventy-three, the remainder being unsurveyed. The State of California, under the several Acts of Congress, is granted the following lands:

First—Under the eighth section of the Act of September fourth, eighteen hundred and forty-one, the State is granted five hundred thousand acres for the purposes of internal improvement.

Second—Under the fourth section of the Act of September twenty-eighth, eighteen hundred and fifty, the State is granted all the swamp and overflowed lands within her border.

Third—Under the sixth section of the Act of March third, eighteen hundred and fifty-three, the State is granted the sixteenth and thirty-sixth sections in each township, or indemnity therefor in cases where the State cannot perfect her title, by reason of Spanish grants or prior sales by the United States. This grant comprises one eighteenth (1-18) of all the land in the State, or an aggregate area of about six millions of acres.

Fourth—Under section twelve, of the same Act, the State is granted seventy-two sections, or forty-six thousand and eighty acres, for the use of a seminary of learning.

Fifth—Under the thirteenth section of this same Act, the State is granted ten sections for the purpose of the erection of public buildings.

Sixth—Under the Act of July second, eighteen hundred and sixty-two, and Acts amendatory thereof, the State is granted one hundred and fifty thousand acres for the benefit of agriculture and the mechanic arts.

In addition to these grants, the State, by virtue of her sovereignty, is the owner of all the salt marsh and tide lands within her borders.

GRANT OF SIXTEENTH AND THIRTY-SIXTH SECTIONS, AND LANDS IN LIEU THEREOF.

On entering upon my official duties, the files of my office contained a large number of unapproved applications under this grant, made during

the administration of my predecessor. An examination of these applications disclosed the necessity of procuring from the several United States Land Offices, certificates as to the condition of the lands applied for. These certificates were obtained, and wherever practicable, the applications on file were approved.

During the twenty months ending August first, eighteen hundred and seventy-three, I have issued approvals of two thousand one hundred and thirteen applications for school lands, embracing five hundred and eighty thousand eight hundred and nine acres; these lands being principally situated in the Counties of Los Angeles, San Bernardino, San Diego, Kern, Fresno, Tulare, Mono, Inyo, Siskiyou, Lassen, Shasta, and Tehama.

Payment has been made, as required by law, upon two hundred and fifty-nine thousand five hundred and twenty-five acres of the land, for which such approvals were issued, which payments, consisting of twenty per cent of the purchase price, and one year's interest upon the unpaid balance, amount to about seventy-five thousand dollars.

Applications, embracing an area of three hundred and twenty-one thousand two hundred and eighty-three acres, have been forfeited for non-payment, and the land has reverted to the State, as provided by law. The aggregate of these forfeitures is large, but is attributable, generally, to natural causes. During the years eighteen hundred and sixty-eight and eighteen hundred and sixty-nine, much excitement existed upon all matters relating to real estate in California, and consequently a large field was open for speculation. Lands were applied for indiscriminately, with very little regard to location, value, or quality, with the expectation of realizing largely from future sales thereof. Since that time there has been a reaction, and real estate, for speculative purposes, has commanded neither ready sale nor prices commensurate with its value. Hence, when this large number of approvals was made by me, and the applicants compelled to make payment for the lands applied for, circumstances did not seem to them to justify the expenditure, except in instances where lands were of known value. Most of these forfeited lands—except where known to be valueless (as in the Mohave Desert)—have been reapplied for, and, under more favorable circumstances, the State will eventually realize from their sale.

There have been filed in my office, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, applications under this grant for lands embracing an area of seven hundred and twenty-four thousand eight hundred and seventy-eight acres. These applications have (when practicable) been approved by me, and in most instances payment made thereon.

A large number of contested cases, which had accumulated, I have disposed of, approving some and rejecting others. I have rejected over nine hundred applications, from which rejections no appeals have been taken, and in which my action has been final. Fifty-six cases of conflict have been certified by me to the proper Courts for judicial determination.

There have been received from the General Land Office, at Washington, during my term of office and prior to August first, eighteen hundred and seventy-three, lists embracing in the aggregate ninety-nine thousand nine hundred and twenty acres, certified by the United States to the State of California, in lieu of or as indemnity for sixteenth or thirty-sixth sections which have been lost to the State. The total num-

ber of acres certified to the State under this grant is four hundred and fifty-eight thousand seven hundred and seventy-seven.

Since the first of January, eighteen hundred and seventy-three, but few applications for lands in lieu of sixteenth or thirty-sixth sections have been made. This is accounted for by the fact that applications had been made prior to that time for an amount of land nearly equaling in area the lands lost to the State, and for which she would, under the prevailing construction of the grant, be entitled to indemnity. Also, upon the date last mentioned, section three thousand five hundred of the Political Code went into effect, providing that no applicant of this class should be allowed to purchase more than three hundred and twenty acres, while before that time there was no limit or restriction as to quantity.

I desire at this time to call your attention to the terms of this grant, which, as expressed by Congress, appear to me to be absolute and positive, without conditions or reservations. And I am of the opinion that title to these lands passed to and became vested in the State at the time of the grant, the subsequent survey thereof by the United States operating merely as a partition and segregation of State lands from those of the public domain. I am supported in this opinion by judicial authorities of the highest order, and by logical conclusions, having for their premises the terms of the grant itself. All other grants made to the State by the United States, reserve to the United States the lands of a mineral character, while this grant does not. The Act of Congress, in making this grant, allows the State indemnity only for such of the sixteenth and thirty-sixth sections as have been lost to the State by reason of prior grants or preëmption, but provides no indemnity for loss to the State occasioned by the mineral character of the land granted. About one third, or two millions of acres of this grant, is located within the mineral belt, and had Congress intended a reservation thereof, it is reasonable to presume that the Act itself would have, in terms, expressed it, and protected its grantee by providing indemnity for the loss. On the part of the State, therefore, submission by her to any ruling of the General Land Office recognizing the right of the United States to make such reservation, will necessarily be followed by a pecuniary loss of such magnitude that it becomes imperative that any such reservation, or any action of the United States General Land Office tending to recognize such reservation, be resisted with energy and promptness, and be submitted to only when so decreed by the highest tribunal. I will refer, in support of my position in this behalf, to the recent decision of the Supreme Court of this State in the case of *Sherman v. Buick*, as, also, to the cases of *Higgins v. Houghton*, 25 Cal., p. 255; *Doll v. Meactor*, 16 Cal., p. 296; and *Van Valkenberg v. McCloud*, 21 Cal., p. 330. The Supreme Court of the United States has also made frequent decisions tending to the same end, as in the case of *Cooper v. Roberts*, 18 Howard, p. 173, and many others of like character.

Admitting my position to be correct, and the grant to be as contended—a grant “in presenti”—the title passing to the State at the date of the grant, State legislation is required for the protection of settlers upon sixteenth and thirty-sixth sections, who have purchased from the United States, and for whose lands the State has received indemnity. An Act relinquishing the right of the State to such lands, and granting them to the purchasers thereof from the United States (excepting, of course, in cases where said land has been sold as mineral), would be but equitable,

offering every protection to the settler, and carrying out the policy of our Government.

GRANT OF FIVE HUNDRED THOUSAND ACRES.

There has been certified over to the State by the United States, under the grant of five hundred thousand acres for internal improvements, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, thirty-nine thousand four hundred and thirty-eight acres, making the total of lands certified to the State under this grant, prior to August first, eighteen hundred and seventy-three, four hundred and thirty-seven thousand one hundred and eighty-three and sixty-two one hundredths acres.

I have received and filed twenty-two warrant applications under this grant, amounting to eight thousand three hundred and ninety-five acres.

GRANT OF SEVENTY-TWO SECTIONS.

There has been certified over to the State by the United States, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, sixteen thousand eight hundred and twenty-five acres; and the total number of acres so certified under this grant prior to August first, eighteen hundred and seventy-three, is forty thousand six hundred and four, or very nearly all of the grant.

GRANT OF TEN SECTIONS.

The total number of acres certified to the State under this grant is three thousand two hundred and three, being about one half of the grant.

SWAMP AND OVERFLOWED LANDS.

The United States has listed to the State under this grant, from December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, three hundred and ninety-four thousand one hundred and forty-four acres; and has, during the same time, patented to the State lands that had been previously listed, amounting to three hundred and fifty-six thousand one hundred and forty-three acres. The total amount of this class of land listed to the State prior to August first, eighteen hundred and seventy-three, is one million four hundred and twenty-three thousand five hundred and thirty-one acres. And the total amount of land patented by the United States to the State previous to said date, is one million two hundred and one thousand five hundred and seventy-one acres—the patenting having very nearly kept pace with the listing.

GRANT OF ONE HUNDRED AND FIFTY THOUSAND ACRES.

There has been certified thus far to the State under this grant, thirty-two thousand six hundred and twenty-four acres. I am unable to give information as to the disposition and sale of lands under this grant, as the management of the same is in the hands of the Board of Regents of the University of California.

MISCELLANEOUS.

The grant of five hundred thousand acres has all been sold by the State, with the exception of such portions thereof as are reserved for location under outstanding school land warrants. The grant of seventy-two sections, and the grant of ten sections, have all been sold.

PATENTING OF LANDS.

From December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, there have been issued to purchasers from the State, patents for four hundred and thirteen thousand five hundred and fifty-six (413,556) acres of State lands, as follows:

Grant of sixteenth and thirty-sixth sections, one hundred and sixty-one thousand nine hundred and sixty-three acres.

Grant of five hundred thousand acres, thirty-six thousand four hundred and sixty-nine and twenty-seven one hundredths acres.

Grant of seventy-two sections, five thousand one hundred and fifty-two and forty-three one hundredths acres.

Grant of ten sections, four hundred and eighty acres.

Swamp and overflowed lands, two hundred and seven thousand six hundred and eighty-two and ten one hundredths acres.

Tide lands, one thousand eight hundred and nine and twenty one hundredths acres.

REGISTER'S CERTIFICATES.

I have issued certificates for the return to purchasers of monies paid by them to the State on account of the purchase of State lands, amounting in the aggregate to seventeen thousand five hundred and twenty-two dollars and sixteen cents (\$17,522 16). Of this amount, fifteen thousand and seventy-one dollars and seven cents (\$15,071 07) being payable out of the School Land Fund, and two thousand four hundred and fifty-one dollars and nine cents (\$2,451 09) out of the Swamp Land Funds of the several counties. In the majority of instances, these certificates have been issued upon old unsurveyed locations in the San Francisco Land District, which have since proved not to be the property of the State. These certificates are issued as provided in section sixty-three of the Act of eighteen hundred and sixty-eight and its subsequent amendments, and in section three thousand five hundred and seventy-one of the Political Code.

STATE AGENCY AT WASHINGTON.

Under the provisions of the Act of the Legislature of this State, passed April first, eighteen hundred and seventy, entitled "An Act to perfect title to lands granted by the United States to the State of California, the Surveyor General was directed to appoint an agent to represent the State before the General Land Office in procuring the listing to the State by the United States of the lands applied for under the several grants. This Act has been perpetuated by the Codes, and the State has continuously been so represented by its agent. At the time of the passage of said Act, the claims of the State before the Department of the Interior were involved in much confusion, and purchasers were

much harassed by long and perplexing delays in procuring title. Many conflicts existed between the United States and the State, and the emergency required, on the part of the State, a personal representation, to effect an adjustment of her claims and protect her interests as well as the interests of purchasers under her. At this time, however, such necessity does not appear to exist. Most cases of conflict have been settled, the claims of the State have generally been adjusted in a satisfactory manner, and the object of the Act seems to have been accomplished. Business of the State before the United States departments meets with attention in due course, without personal exertion on behalf of the agent of the State. I am, therefore, of the opinion that legislation should be had upon this subject, with a view to the discontinuance of this State agency; especially so, as the law, as it now stands, entails an expense of two and one half cents per acre upon each purchaser of lands which are procured to be listed to the State. There may, of course, cases of conflict arise that would require more thorough attention than could consistently be expected from the officers of the United States departments, but, in such emergencies, the power to employ a special attorney would obviate the difficulty, without subjecting purchasers, whose lands were not in any manner involved in conflict, to the payment of the expenses of the contests of their less fortunate neighbors.

DELINQUENT PURCHASERS.

I would also call your attention to the existing laws governing the collection of delinquent interest upon sales of lands heretofore made by the State, and the annulment of title issued by the State, for reason of such delinquency. In this connection, I can but endeavor to show the effect of the present mode of procedure, without remarking upon its cause, or making suggestions of amendment, for the reason that the question of foreclosing, or annulling title already vested, on account of the neglect of the grantee to perform the conditions upon which he holds such title, has been, and still is, one that claims the attention of the highest legal and judicial ability. I am required each year to furnish to the District Attorney of each county in the State, a list of delinquents, as shown by the records of my office, without being allowed any discretion in cases of error or conflict. The annulments are subsequently had thereunder, and the School Fund forced to bear the expenses of all the necessary proceedings. After this, in every instance where the title of the State has failed, foreclosed purchasers ask for a return of all moneys paid by them on account of their purchase, and under the existing laws, and in equity, it cannot be refused to them. The State was the party in error, in issuing title for lands that did not belong to her, and when the failure of her title is established the purchaser from her must be reimbursed. Many annulments of certificates of purchase have been had during my term of office, and a heavy tax has been imposed upon the School Land Fund by reason thereof; still, it is a fact worthy of comment, that in almost every instance where these proceedings upon annulment have been reviewed by the Courts, the decrees of annulment have been set aside. This fact alone is sufficient commentary upon the existing regulations concerning this question, and demonstrates fully the imperative necessity of judicious legislation tending to the perfection of a system that will both enforce the payment of interest on sales of State lands, and (in cases of non-pay-

ment), afford a more effective and less expensive mode of procedure, and give finality to decrees of foreclosure when had. For the future, I am strongly inclined to the opinion that the best policy for the State to pursue, would be to sell her lands for cash, payable within fifty days from the date of approval of applications. My reasons for advocating this policy are numerous, and appear to me to be conclusive. The State has sold most of the surveyed lands belonging to her—the principal unsold lands being situated in the extreme northern portion of the State, and east of the Sierra Nevada mountains, in the southeastern portion. These unsold lands are valuable only for grazing purposes. One of the objects of the sale by the State of its lands, on an indefinite credit, was to encourage immigration and actual settlement; but this policy, when applied to the lands now remaining unsold, is without effect, for the reason that such lands, in most instances, are not adapted to agricultural purposes, offer no inducements to settlers, and give very little encouragement to immigration. The very small portion of unsold territory that is adapted to such use is already in possession of settlers, who are ready and willing to purchase as soon as it is surveyed. In fact, the settler in California is, at this day, always ahead of the surveyors, and when the land he is in occupation of is in a condition to be sold, he can obtain the amount necessary to make his purchase on as good terms from others as will be given him by the State. It may be argued that the moneys received from the sales of State lands cannot be invested in any manner that will prove as lucrative as the present credit system. Still, I am of the opinion, that this objection will fail when the expenses of the proceedings for the collection of delinquent interest, and of suits for foreclosure, are taken into consideration. The United States sells her lands for cash, and other States who have abandoned the system of credit sales and adopted the same policy, are satisfied with the results.

SWAMP AND OVERFLOWED LANDS.

Since the commencement of my term of office, on December fourth, eighteen hundred and seventy-one, and up to August first, eighteen hundred and seventy-three, there have been sold swamp and overflowed lands as follows:

County.	Acres.
Butte	132.60
Colusa.....	1,737.73
Contra Costa.....	2,467.57
Del Norte.....	109.20
Fresno.....	7,221.91
Humboldt.....	637.51
Kern.....	41,966.32
Sierra	480.00
Plumas.....	4,703.94
Marin.....	407.01
Merced.....	2,159.87
Lassen.....	3,240.00
Monterey	470.89

SWAMP AND OVERFLOWED LANDS—Continued.

County.	Acres.
Mendocino	120.00
Napa	2,973.73
Sacramento.....	561.85
Siskiyou	1,796.90
San Mateo.....	160.00
San Joaquin.....	1,759.83
Tulare.....	43,609.91
Shasta.....	12,720.00
Solano.....	550.81
Sonoma.....	13,488.83
Sutter.....	1,751.00
Stanislaus.....	102.38
Santa Clara.....	193.64
Yolo.....	5,539.00
Tehama.....	1,000.00
Total acres.....	152,062.43

The conflicting claims of the State and the United States, for the past ten years, have rendered uncertain the title to a large amount of land sold by the State as swamp and overflowed. During the year eighteen hundred and sixty-one, the State authorities, in pursuance of an Act of the Legislature, caused a segregation survey to be made, and maps prepared, showing the swamp and overflowed lands in cases where the United States Surveyors had not established the segregation lines to the satisfaction of the State. On December fifth, eighteen hundred and seventy-one, the Honorable Secretary of the Interior rendered a decision to the effect that, in all townships surveyed prior to July, eighteen hundred and sixty-six, the State is entitled to the land she had segregated as swamp and overflowed, and the United States Surveyor General was directed to construct and approve township plats conforming to the State segregation maps, when the same were in accordance with the rectangular system adopted in the United States surveys.

Under this decision, lists were prepared of said lands and forwarded to the United States Surveyor General for his action thereupon; and if the intent of this ruling of the Department of the Interior is carried out, the claim of the State to these lands will be fully substantiated, and all matters of conflict relating thereto definitely settled.

During my term of office, many other decisions have been made concerning this class of land, of greater or less importance; all, however, tending to an adjustment of conflicts between the State and the United States, or between parties claiming under the State that have long incumbered the records of this office, and operated as a cloud upon the title to these lands. During the same period there have been received, and are on file, surveys for about one hundred and fifty thousand acres of swamp lands, which have not been approved. The delay in the approval of these surveys arises from various causes. The Government

surveys, made within the last few years, have disclosed the fact that there are large tracts of swamp lands in the valleys near the summit of the Sierra Nevada range of mountains, of which the State had before no official knowledge. A considerable portion of these lands had been claimed and occupied for years for grazing purposes, yet the occupants could obtain no title to the same. In eighteen hundred and seventy, the Legislature passed an Act making such settlers preferred purchasers of the lands thus occupied, until the expiration of ninety days from the date of the filing of the official township plat, showing such lands in the local United States Land Office. On making application to the United States Registers for the date of the filing of these plats, I was informed, in many instances, that they had not been received. On applying to the United States Surveyor General to ascertain the cause, I was informed that the want of sufficient clerical force in his office had caused the delay in preparing the copies for the several Land Offices. Surveys for a large amount of land which the State had previously sold, have been received—the resurvey having been made by the second party apparently on the hypothesis that the original sale was illegal. There are also many conflicts caused by two or more surveys having been made for the same tract. In such cases, an appeal to the Courts is generally necessary to determine the rights of the contestants. A large area of land has also been surveyed and returned to this office as swamp and overflowed, which is not shown to be such either by State segregations or by the United States maps.

RECLAMATION OF SWAMP AND OVERFLOWED LANDS.

The past two years has witnessed much activity in the prosecution of the work of reclaiming the swamp and overflowed lands of this State. Attention having been called to improvements of this character, as well on account of the satisfactory results in many instances attained, as of the judicious legislation had upon the subject during the last legislative session. The spirit of the Act of Congress, granting to the State this class of land, is, that they be received by her as a trust; the lands to be sold by the State, and the proceeds of the sale devoted to the reclamation of the lands sold. State legislation regarding them is, therefore, necessarily confined to the arrangement of details for the fulfillment of this trust. The State realizing nothing directly from the sales made, but anticipating results that will add to her taxable property hundreds of thousands of acres of land of the most fertile character, the subject of reclamation becomes of vital importance, especially when it is taken into consideration that these lands, when successfully reclaimed, become at once the garden spots of California. The greater portion of them, from their location along the banks of navigable rivers and sloughs, are easy of access, and offer to those willing to undertake the work of reclamation, prospects of future remuneration which will justify any reasonable expenditure of labor. Before the passage of the Act of eighteen hundred and sixty-eight, regulating the organization of reclamation districts, and the details of procedure under such organizations, no records were kept in my office of matters relating to works of reclamation; such proceedings having been had in the first instance before the State Board of Swamp Land Commissioners, and thereafter before the several County Boards of Supervisors. I can, therefore, give no

reliable statistics as to the organization of reclamation districts which were organized before the passage of said Act. The Act in question requires, however, that all such organizations be at once reported to this office, and I am thus enabled to enumerate the districts organized thereunder.

The total number of districts so organized prior to August first, eighteen hundred and seventy-three, is one hundred and nine (109), of which sixty-nine (69) were reported to this office previous to the commencement of my term of office, on December fourth, eighteen hundred and seventy-one, and are numbered and located as follows:

No.	County.	No.	County.
61	San Joaquin	101	Contra Costa
67	Colusa	102	Contra Costa
68	Sutter	103	Contra Costa
69	Sutter	104	Solano
70	Sutter	105	Solano
71	Sacramento	106	Contra Costa
72	San Joaquin	107	Contra Costa
73	Sacramento	108	Yolo
74	Sacramento	109	San Joaquin
75	Sacramento	110	San Joaquin
76	Sacramento	111	Kern
77	Colusa	112	Contra Costa
78	Tulare	113	Merced
79	Fresno	114	Marin
80	Fresno	115	Colusa
81	Tulare	116	Kern
82	Alameda	117	Sacramento
83	San Joaquin	118	Contra Costa
84	Solano	119	Lassen
85	San Joaquin	120	Kern
86	Merced	121	Kern
87	Colusa	122	Merced
88	Fresno	123	Solano
89	Sacramento	124	Colusa
90	Colusa	125	Fresno
91	Colusa	126	Solano
92	Colusa	127	Solano
93	Colusa	128	Colusa
94	Colusa	129	Sacramento
95	Santa Clara	130	San Joaquin
96	Lake	131	Merced
97	Lake	132	Merced
98	Fresno	133	Fresno
99	Contra Costa	134	Napa
100	Contra Costa		

The remaining forty (40) of these districts have been reported to me since December fourth, eighteen hundred and seventy-one, and are numbered and located as follows:

No.	County.	No.	County.
41	Solano	150	Yolo
53	San Joaquin	151	Contra Costa
57	San Joaquin	152	Tulare
63	San Joaquin	153	Tulare
72	San Joaquin	154	Tulare
135	Tulare	155	Tulare
136	Sacramento	156	Tulare
137	Solano	157	San Joaquin
138	Contra Costa	158	Tulare
139	Merced	159	Tulare
140	San Joaquin	160	Contra Costa
141	Yolo	161	Contra Costa
142	Sacramento	162	San Joaquin
143	San Diego	163	San Joaquin
144	San Joaquin	164	Contra Costa
145	Solano	165	Contra Costa
146	Yolo	166	Contra Costa
147	Yolo	167	Tulare
148	Sacramento	168	Tulare
149	Sacramento	169	San Joaquin

The last Legislature, having in view the importance of the work of reclaiming this class of land, as tending towards the development of the resources of the State, directed its attention with much earnestness towards the inauguration of measures that would most speedily confer upon the State the benefits that must accrue from a thorough and systematic reclamation, and at the same time hold out to purchasers thereof inducements sufficient to warrant them in undertaking works of such magnitude.

On the part of the State, the difficulty to be met, was in arriving at details of procedure that would carry out, both in spirit and letter, the Act of Congress donating these lands; that is, the direct application of the purchase money to the reclamation of the lands. The tract books of my office were filled with the records of unconsummated sales, and, although reclamation, in many instances, was complete, there was no practical mode provided by which the State could issue title and give finality to her sales. On the part of purchasers, the great obstacle was the lack of capital with which to prosecute plans of reclamation. The majority of purchasers were laboring under a very onerous burden in the payment of assessments for this purpose, and were without means to pay the State in full for their lands. The lands themselves could not be hypothecated until they were patented by the State; and the State could not issue patents until payment in full was made. With these facts in view, the result of legislative deliberation was the passage of the Act of March thirtieth, eighteen hundred and seventy-two, creating

the Board of Reclamation Fund Commissioners, and authorizing the issuance and sale of bonds, the proceeds of which were to be applied to reclamation purposes; and the Act of March sixteenth, eighteen hundred and seventy-two, which provides that upon proof being made that two dollars per acre in gold coin had been expended in works of reclamation, the purchaser should be credited with payment in full for his lands, and all moneys paid on account of the purchase thereof be refunded to him.

These two Acts, therefore, each presented a means by which the difficulties before recited might be surmounted; and their provisions were thoroughly canvassed throughout the State, with a view of deciding which of the means presented afforded to the purchaser the most immediate and effective relief. The Act creating the Board of Reclamation Fund Commissioners, on account of its cumbersome machinery, its multiplicity of detail, and the great expense attending its operation, has met with much disfavor, owners of land being disinclined either to impose upon their lands an incumbrance that would exist for a long term of years, or subject themselves to the payment of the expenses of the Board of Commissioners. This Act has therefore been as a dead letter, and although with certain alterations and amendments it is capable of becoming of practical benefit, in its present shape and with its present conditions, it is unwieldy and impracticable, and as such has been generally repudiated, land owners throughout the State having persistently refused to proceed under its provisions.

On the other hand, the Act of March sixteenth, before referred to, has proved itself to be both practical and available, and has been of incalculable value in overcoming the difficulties with which both the sale and reclamation of these lands have been surrounded. Under its provisions, the owners of lands, after expending two dollars per acre for reclamation purposes, or upon completion of reclamation, receive credit for the payment in full of the purchase price of their lands, and a return of the moneys theretofore paid by them on account of its purchase, either as principal or interest. They then receive patents for their lands, and their title being perfected, are enabled to obtain money for the uses of reclamation on reasonable terms, and for such period of time as may best suit each individual owner. The most convincing evidence of the efficiency of this Act, and its adaptation to the purpose for which it was intended, is the favor with which it has been met, and the avidity with which land owners have availed themselves of its provisions.

Thirty-one reclamation districts have presented to my office certificates as to condition of reclamation, as required by said Act, and have received the benefit thereof. The lands in these districts have (with few exceptions) been patented by the State to the purchasers, and the State consequently relieved of further care and responsibility on account thereof.

Twenty-five of these districts have received the benefits of said Act by virtue of the expenditure of two dollars per acre; and I beg leave to call your attention to the following tables, showing the location and

area of such districts, and the amounts refunded to purchasers of lands therein:

No. of District.	County.	Area.	Amount refunded to purchasers.	Remarks.
53	San Joaquin.....	8,738.38	\$2,534 85	
57	San Joaquin.....	3,803.20	3,325 14	.....Venice Island.
63	San Joaquin.....	1,920.00	2,071 76	
130	San Joaquin.....	5,000.00	4,411 20	.....Mandeville Island.
140	San Joaquin.....	193.50	191 05	
157	San Joaquin.....	3,922.71	1,506 75	
163	San Joaquin.....	1,628.51	1,206 42	..Rough and Ready Island.
71	Sacramento	6,500.00	9,871 38	
73	Sacramento	174.64	118 65	
74	Sacramento	525.00	519 83	
76	Sacramento	1,967.39	1,319 91	
89	Sacramento	1,123.00	1,870 05	
117	Sacramento	3,608.56	2,259 89	.....Twitchell Island.
129	Sacramento	670.00	702 38	
148	Sacramento	8,233.00	5,273 97	
105	Solano	12,056.86	2,478 90	.....Grizzly Island.
126	Solano	994.96	246 47	
137	Solano	3,528.25	1,270 02	
70	Sutter	13,000.00	4,831 28	
107	Contra Costa	21,000.00	8,821 15	
118	Contra Costa and Alameda...	11,440.00	6,001 83	
124	Colusa	20,060.00	3,071 27	
108	Colusa and Yolo.....	74,085.87	18,890 52	
101	Contra Costa	2,594.00	.....	.....Order not yet issued.
165	Contra Costa	321.07	.....	.....Order not yet issued.

The remaining six districts have received the benefit of said Act by virtue of complete reclamation, and are as follows:

No. of District.	County.	Area.	Amount refunded to purchasers.
93	Colusa.....	23,440.00	\$5,631 30
81	Tulare.....	9,200.00	9,684 46
154	Tulare.....	1,120.00	681 35
156	Tulare and Fresno.....	2,360.00	666 29
135	Tulare and Fresno.....	1,194.37	1,222 34
88	Tulare and Fresno.....	12,740.00	16,683 51

The total number of acres embraced in these thirty-one districts being two hundred and fifty-seven thousand one hundred and forty-three and twenty-seven one hundredths (257,143 $\frac{27}{100}$). The total amount of orders for repayment of purchase money, issued by me to the several County Treasurers, is one hundred and seventeen thousand three hundred and sixty-three dollars and ninety-two cents (\$117,363 92), exclusive of the orders for Districts Numbers One Hundred and One and One Hundred

and Sixty-five, of Contra Costa County, which are not yet prepared. This amount being apportioned among the several counties as follows:

Counties.	Amounts.
San Joaquin.....	\$15,247 17
Sacramento.....	21,936 06
Solano.....	3,995 39
Sutter.....	4,831 28
Contra Costa.....	14,669 66
Alameda.....	153 32
Colusa.....	18,731 18
Yolo.....	8,861 91
Tulare.....	14,087 67
Fresno.....	14,850 28
Total.....	\$117,363 92

In addition to these figures, I am creditably informed that District Number Five, of Sutter County, containing about one hundred thousand acres, is ready, and will, during the month of August, present to this office its certificate of the expenditure of two dollars per acre. In this district, the order for the return of purchase money will be the largest yet drawn, and will amount to about thirty-two thousand dollars. Districts "One Hundred and Sixty-four," of Contra Costa County, "Ten," of Solano County, and "Three," of Sacramento County, containing an aggregate of about twenty thousand acres, will also very shortly make like application.

From the foregoing statistics, it will be observed that the reclamation districts situated in the more southern portion of the State, have generally, in the instances cited, completed their work of reclamation, while the districts in the central portion of the State show only an expenditure of a specified sum per acre, and in but one instance (that of District Number Ninety-three, of Colusa County) is the fact of complete reclamation disclosed. This is easily accounted for by natural local causes. The southern portion of the State has no large watercourses intersecting it, and the annual overflow is necessarily very much less and much more easily guarded against than in the territory watered by the Sacramento, American, and Feather Rivers. In many instances, in the more southern counties, an expenditure of the sum of two dollars per acre would be more than adequate to effect a reclamation complete and thorough, while the same amount per acre expended upon a district situated in the valley of the Sacramento, would represent but a small fraction of the necessary cost of reclamation.

TIDE LANDS.

From December fourth, eighteen hundred and seventy-one, to August first, eighteen hundred and seventy-three, there have been tide lands sold as follows:

County.	Acres.
Humboldt	1,224.46
Marin	559.45
Solano	3,947.51
Contra Costa.....	54.66
Sonoma	718.51
San Luis Obispo.....	11.05
Total	6,515.64

At its April term, eighteen hundred and seventy-three, the Supreme Court of this State, in the case of *Kimball v. Macpherson*, decided that the shore of the ocean, between high and low tide, is not subject to sale by the State, under the laws providing for the sale of tide lands.

Quite a number of surveys, embracing lands of this class, were, at the time of said decision, on file in my office, which I had previously declined to approve. In some cases, long, narrow strips were surveyed by the owners of the adjacent high lands, to protect themselves, but often these surveys were made in the interest of parties who did not own any high land in the vicinity, evidently with the view of obtaining control of the water front. After said decision, I rejected all unapproved tide land surveys of this class, and returned them to the County Surveyors from whom they were received.

I am of the opinion that in any future legislation on the subject of tide lands, the ocean beach should be expressly reserved from sale.

COUNTY BOUNDARIES.

On March first, eighteen hundred and seventy-two, the Legislature passed an Act requiring the Surveyor General to survey and establish that portion of the southern boundary of Siskiyou County which forms the northern boundary of Shasta and Lassen Counties. I deputed Wm. Minto, Esq., to make the survey, and issued to him instructions as to the manner of establishing the line. The survey was made, and the map and field notes of the same were duly returned to this office, and approved by me on July thirteenth, eighteen hundred and seventy-two. This is the only county boundary line established by authority of this office during my term.

GENERAL OFFICE BUSINESS.

During my term, the business of this office has been unusually large. The large number of approvals made, and the many contests that have been determined, have necessarily been followed by a correspondingly

large issuance of title. The delinquent list for the year eighteen hundred and seventy-two, occupied, in its preparation, much time, and the most careful attention, from the fact that my predecessor had not prepared any complete list during the last two years of his administration. The tract books of the Register's department, owing to their defective construction, and to long and constant use, had become much disfigured and mutilated. These tract books consist of eleven large volumes of written matter; and their contents, exhibiting, as they do, the title to all the lands sold by the State, are of incalculable value. To preserve these records, I have, therefore, caused new and more substantial books to be prepared, and have commenced the labor of rewriting them in full. The Act of March sixteenth, eighteen hundred and seventy-two (heretofore referred to in this report), concerning the reclamation of swamp and overflowed lands, has caused the issue of a very large number of patents, as well as protracted and exhaustive investigation as to the organization of each reclamation district seeking the benefit of said Act, and careful computation of the amounts paid in each district on account of the purchase of lands. I have also received over ten thousand business letters and communications, relating to transactions had in my office, and it being my policy to furnish to every inquirer all information within my power to give, these letters and communications have all been answered in full and with dispatch. The pressure occasioned by these and various other causes has necessitated the continuous employment of a large clerical force in both departments of my office; and to prevent an accumulation of business, with its consequent confusion, and annoyance to parties having business to transact relative to State lands, I have been compelled to employ much extra assistance. I have, during my term of office, and prior to August first, eighteen hundred and seventy-three, received as fees, the sum of twenty-eight thousand five hundred and ninety-three dollars and twenty-eight cents. Of this amount I have paid to the Secretary of State his fees upon patents, amounting to two thousand eight hundred and ninety-eight dollars. I have also paid out for maps, records, documents, and extra assistance, the sum of eleven thousand and forty-nine dollars and eighty-four cents. Leaving a balance on hand of fourteen thousand six hundred and forty-five dollars and forty-four cents, which amount I have paid into the State Treasury.

RESOURCES OF CALIFORNIA.

In conclusion of this report, I present for your consideration a table of statistics, compiled by me from the reports of the Assessors of the several counties, exhibiting the industries and productions of California. These statistics are not fully complete, for the reason that I have not as yet received reports for eighteen hundred and seventy-three from the Counties of Mariposa, Mendocino, Tehama, and the new County of Ventura, which fact, while it may materially decrease the totals of the State at large, will not materially affect the comparative exhibits as between counties. These reports of County Assessors are the only data provided as the basis of my report in this connection, and perhaps no other system would be more adaptable to the collection of such information. Still, I am positively of the opinion that the showing made in this report, and as previously made in the reports of my predecessors, does not exhibit results which do full justice to the claims of California. The

details of these statistics being furnished by property owners to the Assessor of his county, are too generally placed at the lowest possible estimate, and given with the greatest reluctance, fearing their use as a basis of assessment for purposes of taxation.

The resources of the State of California are perhaps more varied than those of any other of the States of the Union. Its very large area, its geographical position, and the high elevations of its mountain ranges, bestow upon it climatic advantages of the highest order. In the extreme northern portion of the State the temperature is never so low as to necessitate the precautions and inconveniences to which the Middle States of the Eastern Slope are subjected; neither is the most southern portion of so high a temperature as to propagate either the malaria of a tropical country or the lassitude and indolence of its inhabitants. Ever swept through her whole length and breadth by moderate winds, fresh from the bosom of the Pacific Ocean, the extremes of heat and cold are unknown to California.

The soil of California is as prolific in its character as it is varied in its adaptations, producing with equal facility the vines of continental Europe, the hardier cereals of northern America, and the luxuriant fruits and flowers incident to the tropics. Her mountain hills and streams are the depositories of gold, silver, and valuable minerals, in quantities that have attracted the attention of the civilized world. Her inhabitants are the representatives of every nation on the face of the globe; an enterprising, active people, that have, in a few years, erected a prosperous State upon the most remote borders of civilization.

With these natural advantages of soil, climate, and mineral deposit, no uncertainty as to the future of California can reasonably be entertained. Her population is steadily increasing; her resources are each year being more completely developed; her immense area offers every inducement to immigration, and, judged by the American standard of progress, she is destined not only to maintain her past proud position amongst her sister States, but to attain a preëminence that shall be as enviable as it is deserved.

As shown by the statistics, thirteen million eight hundred and forty-three thousand two hundred and forty bushels of wheat were produced during the year A. D. eighteen hundred and seventy-one, and twenty-six million eighty-nine thousand six hundred and sixty-seven bushels during the year A. D. eighteen hundred and seventy-two. This result, taken as correct, compares very favorably with the production of other States, while at the same time a comparison of the number of acres cultivated with the yield in bushels, does not correctly show the average per acre, either as a general average, or as applied to any individual county, for the reason that a very considerable portion of this crop is in California diverted from the uses to which in other localities it is invariably devoted; a very large amount thereof being cut for hay, and much never cut at all, but used on the ground from which it is raised, for the fattening of hogs. These causes, together with the low figures usually furnished to the Assessors, will warrant that the average yield per acre is very much larger than can be exhibited by this report. The Counties of Sonoma, Santa Clara, Monterey, Butte, and Stanislaus, stand at the head of the grain-producing counties for the year eighteen hundred and seventy-one; and the Counties of Stanislaus, Colusa, San Joaquin, Monterey, and Contra Costa, for the year eighteen hundred and seventy-two. Together with this yield of wheat, a large quantity of barley has been raised, which, in this State, is extensively used as a substi-

tute for the corn and oats of the Eastern States. The wheat of California has attained a world-wide celebrity; it commands always the highest market price, and, as a crop, it is highly remunerative. Much of it is raised for the markets of Europe, and the shipping advantages and yearly increasing foreign demand, is causing this crop each year to become more and more the leading interest of the Pacific Coast. Grain of many other descriptions is raised for home consumption, and the supply of the several varieties is limited only by the demand.

The fruit products of this State are, perhaps, of greater variety than those exhibited by any other branch of agriculture, and, in their variety, are more characteristic of the peculiarities of California climate and soil, than any of the many evidences that have yet attracted public attention. All the fruits of the temperate zone are produced in profusion, and attain an unusual size and flavor. In the more southern counties many fruits incident to tropical climates are produced with profit and in abundance. Oranges, lemons, figs, pomegranates, limes, and olives, are yearly figuring more extensively among California productions. The fruits of this State are demanded by the epicures of the East, and are shipped in large quantities to all parts of the Union.

The mountains of the Coast Range, and of the Sierra Nevadas, are covered with almost virgin forests, embracing valuable timber of endless variety, the Coast Range producing an unlimited amount of the redwood timber peculiar to that locality, and so truly valuable for its self-preserving qualities, as well as the laurel now so extensively used for various ornamental purposes. The large growth of redwood timber, as well as laurel, is principally confined to the Counties of Humboldt, Mendocino, San Mateo, and Santa Cruz. Millions upon millions of feet of redwood lumber are each year cut in these counties for the supply of home demand, and for shipment to South American and Mexican ports, as well as to the islands of the Pacific Ocean. The pine, spruce, and fir of the Sierra Nevada range, supply the large demand for home consumption, as well as for the large extent of untimbered territory lying along our eastern boundary.

Cattle and sheep raising have become thoroughly identified with the interests of California. The even temperature of climate at once does away with the most serious obstacles incident to this branch of industry in the other northern and middle States. The Winters are of such a nature, that neither cattle nor sheep require protection from the inclemency of the weather; good feed is found during all the months of the year; even in the driest periods of our long Summers, the grass, that to all appearances is withered and unfit for consumption, contains all the nutritious qualities of well-cured hay, while upon the first rains of Winter the pasture is at once covered with grass to supply the needs of the succeeding year. Much attention has been of late paid to the improvement of the breeds of cattle, and whereas, but a few years since the country was filled with cattle of inferior size and quality, driven here in times of high prices from the plains of Texas and Mexico, it has now become the home of the descendants of the most valued domestic and imported breeds. The same follows with sheep and goats. The wool clip is annually becoming larger and of a better quality. Sheep in California are sheared twice during the year, and the product at all times commands remunerative prices. Range for these animals is plenty, and sheep and wool growing in California has given it no small share of its celebrity. This may principally be attributed to the same climatic causes that offer such inducements in the raising of cattle. By sheep

raisers here, it is calculated that the flock will more than double itself in number each year, and that the returns from sales of wool will be in excess of all expenses incurred, thus leaving an annual profit of the total increase in number, amounting virtually to over one hundred per cent upon the amount invested in the purchase of the flock. The principal cattle-raising counties of the State are Monterey, San Luis Obispo, Siskiyou, Santa Clara, Sonoma, Kern, Fresno, and Humboldt, and the chief sheep-raising counties are Los Angeles, Santa Barbara, San Luis Obispo, Fresno, and Merced. The County of Marin far exceeding all other localities in the products of the dairy.

Wine making, as a general industry, is steadily pushing forward its claims to attention. Each year proves the climate and soil of California to be better adapted to the culture of the grape. Vines grow upon the hills, and in the valleys, bearing an abundance of fruit of every conceivable variety. California wines are in constant demand in eastern markets, and are yearly advancing in universal favor. The principal wine-producing counties are Los Angeles, Sonoma, Napa, Sacramento, and El Dorado.

Humboldt County, in the year A. D. eighteen hundred and seventy-two, produced twenty-one thousand four hundred and eighty tons of potatoes. San Mateo and Sonoma Counties come next; San Mateo raising during said year, eight thousand two hundred and forty-two tons, and Sonoma, seven thousand eight hundred and forty tons.

The deductions that I have drawn from the reports of statistics are necessarily few and inadequate, but a careful examination of the figures presented in the following tables, will present information of a valuable order, and establish results highly eulogistic of the capabilities of our State for all the general purposes of agriculture, stock raising, and the hundred other branches of industry that shall tend to make her a great State among great States. The inducements held out by her for immigration from the over-crowded countries of Europe, and of the Eastern States, are many and of great force. Here there is room for all. To the thrifty husbandman, looking about him for some spot where he with his small means may build for himself a home, and make provision for his declining years, our State extends a welcome most hearty. To the wealthy, who seek a land where they may fully enjoy the fruits of their former labors, we offer a climate unsurpassed; scenery, the most varied and romantic; society, both cultivated and refined. To the manufacturer, we say that every stream within our State which flows from the mountain ranges to the Pacific Ocean, abounds with water powers, and every requirement for the enterprises in which he may desire to engage. Lands can be obtained at reasonable prices, both from the United States, the State, and from private parties. The extent of territory within the borders of California, gives promise that there is room for all, and the State of California cannot, and will not, in the pursuance of its past and present policy, fail to extend to every new comer a welcome as cordial as it is sincere, and a protection as complete as it is impartial.

STATISTICS.

Several of the County Assessors not having reported to me in due season, I have been compelled to delay the submission of this report until this day (September twenty-fifth, eighteen hundred and seventy-

three), and it will be observed that a portion of the letters accompanying the reports of Assessors, bear date subsequent to August first. This delay on my part has been imperative, as the reports of Assessors form the basis of the report which I am required to make, under section four hundred and eighty-three of the Political Code.

STATISTICAL TABLES FOR 1872.

4—(b)

TABLE OF STATISTICS.

Industrial and other statistical information for the year eighteen hundred and seventy-two, as reported to the Surveyor General by the several County Assessors, embracing the entire State.

COUNTIES.	Acres of land inclosed in 1871.....	WHEAT.		BARLEY.		Acres of land cultivated in 1872.....	Acres of wheat sown in 1872..	Acres of barley sown in 1872..
		Acres....	Bushels.	Acres....	Bushels.			
Alameda	94,790	70,408	429,543	26,667	204,580	115,408	67,837	17,965
Alpine	20,000	40	800	100	2,600	2,050	50	100
Amador	61,570	1,740	33,640	2,190	43,306	17,170	2,130	3,150
Butte	171,061	46,636	932,720	16,041	449,138	83,606	46,636	16,041
Calaveras	28,742	683	7,245	1,965	34,536	11,200	730	2,040
Colusa	100,000	80,000	.....	.....	.....	125,000	100,000	20,000
Contra Costa.....	125,940	69,790	701,790	15,400	310,630	70,820	51,900	16,100
Del Norte.....	10,650	276	5,960	304	17,200	1,448	220	280
El Dorado.....	41,252	747	5,224	321	3,089	10,547	9,424	920
Fresno.....	80,423	23,716	34,119	5,415	45,809	20,000	10,540	9,736
Humboldt.....	47,684	1,265	31,875	650	2,600	15,160	1,510	582
Inyo .....	.....	750	22,500	975	29,250	6,443	1,080	2,520
Kern	18,249	2,409	500	3,275	800	18,000	5,000	4,000
Klamath .....	.....	.....	.....	.....	.....	.....	.....	.....
Lake	29,911	3,868	85,612	2,379	64,060	7,386	3,800	2,620
Lassen	24,855	1,191	18,255	2,066	34,313	5,100	1,520	2,100
Los Angeles	45,300	500	10,500	11,500	339,200	49,000	500	11,800
Marin	270,000	2,200	44,000	6,223	199,136	65,000	2,200	6,223
Mariposa.....	26,100	950	7,000	2,500	6,500	6,900	950	2,500
Mendocino.....	133,000	6,000	90,000	2,200	88,000	42,000	7,000	2,000
Merced	250,000	150,000	750,000	50,000	100,000	300,000	200,000	75,000

	5,960	695	219	2,735	286	4,765	772	310	290
Mono	237,890	117,075	54,210	1,082,200	48,378	809,900	233,100	155,700	65,200
Monterey	107,650	40,620	32,530	585,540	3,725	98,790	48,000	31,500	3,950
Napa	60,000	10,000	.....	.....	.....	.....	10,000	.....	.....
Nevada	51,308	31,673	14,473	191,568	4,468	73,029	43,564	16,040	4,390
Placer	55,800	9,250	900	9,000	1,200	15,000	11,000	1,080	1,440
Plumas	288,370	68,169	11,797	198,603	26,653	419,954	62,016	8,506	25,928
Sacramento	21,776	5,543	4,115	13,557	1,850	20,055	8,989	2,417	3,757
San Bernardino	8,490	6,094	1,713	10,244	2,700	16,916	12,640	1,804	7,246
San Diego .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Francisco	275,000	120,600	80,000	640,000	20,000	225,000	225,000	186,125	29,375
San Joaquin	100,000	15,000	2,000	30,000	10,000	300,000	20,000	3,000	12,000
San Luis Obispo	150,000	100,000	25,000	250,000	27,000	810,000	87,000	35,000	25,000
San Mateo	26,720	25,050	970	22,465	10,210	92,560	56,700	9,072	28,600
Santa Barbara	499,406	194,359	120,936	1,255,287	17,529	113,931	164,090	142,573	12,444
Santa Clara	68,370	16,279	6,222	167,084	2,722	118,151	18,496	8,189	4,232
Santa Cruz	56,048	30,320	7,728	101,712	6,952	145,396	31,350	7,672	7,640
Shasta	56,528	2,980	1,120	15,680	900	19,180	3,200	1,200	1,060
Sierra	74,732	30,017	7,992	142,926	1,972	51,442	30,000	7,992	1,200
Siskiyou	114,081	65,737	60,448	228,296	14,825	49,480	475,647	340,191	10,958
Solano	500,000	312,800	165,200	2,760,350	15,340	324,989	208,937	102,352	14,896
Sonoma	80,000	350,000	290,000	900,000	60,000	225,000	400,000	340,000	50,000
Stanislaus	223,784	.....	92,267	482,335	20,275	101,375	120,830	60,060	12,120
Sutter	246,744	46,920	23,606	542,938	11,000	275,000	120,000	60,000	45,000
Tehama	10,440	6,544	1,280	12,770	125	2,550	6,530	1,175	90
Trinity	49,282	22,395	5,286	60,542	11,523	122,429	32,882	11,559	17,848
Tulare	141,986	40,000	5,000	80,000	1,000	10,000	40,000	5,000	1,000
Tuolumne	71,593	144,441	55,335	707,525	11,315	180,410	164,202	69,987	12,240
Yolo	110,000	52,000	11,000	138,600	12,375	201,800	46,000	13,240	8,900
Yuba .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	5,261,485	2,658,222	1,425,993	13,843,240	494,494	6,801,249	3,653,183	2,134,771	602,481

TABLE OF STATISTICS—Continued.

COUNTIES.	OATS.		RYE.		CORN.		BUCKWHEAT.		PEAS.	
	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....
Alameda	1,570	29,947	23	300	935	23,485	49	787	150	2,925
Alpine.....	200	5,000	.....	.....	15	375	.....	.....	.....	.....
Amador	10	430	.....	.....	1,590	29,370	.....	.....	.....	.....
Butte.....	346	12,110	243	4,860	518	25,900	12	480	11	418
Calaveras	25	75	5	65	640	5,000	.....	.....	.....	.....
Colusa.....	.....	.....	.....	.....	125	4,000	.....	.....	.....	.....
Contra Costa.....	1,800	48,900	670	2,000	200	5,320	30	570	20	410
Del Norte.....	500	20,580	2	50	15	450	3	67	112	3,100
El Dorado.....	218	800	.....	.....	.....	.....	.....	.....	.....	.....
Fresno.....	49	571	87	924	850	1,763	16	120	.....	.....
Humboldt.....	3,750	187,500	17	680	290	10,150	2	60	1,287	70,800
Inyo.....	300	6,000	.....	.....	1,800	54,000	10	300	9	180
Kern.....	25	40	50	100	250	3,000	.....	.....	.....	.....
Klamath .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	151	5,458	10	200	130	3,210	.....	.....	.....	.....
Lassen	1,224	33,432	.....	.....	16	536	2	44	.....	.....
Los Angeles.....	Cal for 370 buy	200	140	3,920	11,100	521,000	65	1,500	80	2,000
Marin	13,117	393,510	.....	.....	.....	.....	.....	.....	.....	.....
Mariposa.....	400	.....	50	200	70	850	.....	.....	5	150
Mendocino.....	6,300	200,000	50	1,500	200	6,000	.....	.....	.....	.....
Merced.....	.....	.....	.....	.....	500	15,000	.....	.....	.....	.....

TABLE OF STATISTICS—Continued.

COUNTIES.	PEANUTS.		BEANS.		CASTOR BEANS.		POTATOES.		SWEET POTATOES.	
	Acres.....	Pounds	Acres.....	Bushels.....	Acres.....	Pounds	Acres.....	Tons	Acres.....	Tons
Alameda .....	.....	.....	209	3,110	.....	.....	830	9,072	.....	.....
Alpine .....	.....	.....	6	200	.....	.....	80	600	.....	.....
Amador .....	.....	.....	3	170	.....	.....	290	2,940	7	95
Butte.....	19	57,000	16	640	.....	.....	44	132	23	138
Calaveras .....	.....	.....	130	6,000	.....	.....	250	750	3	3
Colusa.....	.....	.....	12	200	.....	.....	100	125	75	100
Contra Costa.....	.....	.....	225	4,560	.....	.....	90	422	6	30
Del Norte.....	.....	.....	5	50	.....	.....	144	594	.....	.....
El Dorado.....	.....	.....	.....	.....	.....	.....	90	6,120	.....	.....
Fresno .....	.....	.....	47	1,055	.....	.....	120	600	12	50
Humboldt.....	.....	.....	15	165	.....	.....	3,618	802,800	.....	.....
Inyo .....	.....	.....	428	15,050	.....	.....	200	200	.....	.....
Kern.....	10	1,000	.....	.....	.....	.....	100	50	.....	.....
Klamath .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	.....	.....	.....	.....	.....	.....	10	21	.....	.....
Lassen .....	.....	.....	3	48	.....	.....	55	226	.....	.....
Los Angeles.....	85	77,350	980	19,500	110	110,000	1,400	7,000	100	600
Marin .....	.....	.....	.....	.....	.....	.....	4,963	173,705	.....	.....
Mariposa	1	12	10	300	.....	.....	60	2,700	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	2,500	8,100	.....	.....
Merced.....	30	45,000	100	5,000	.....	.....	200	480	50	150

[illegible]

TABLE OF STATISTICS—Continued.

COUNTIES.	ONIONS.		HAY.		FLAX.		HOPS.		TOBACCO.		BEETS
	Acres.....	Bushels.....	Acres.....	Tons.....	Acres.....	Pounds	Acres.....	Pounds	Acres.....	Pounds	Tons.....
Alameda	340	36,400	5,520	8,875	71	13,500	8	6,500	.....	.....	870
Alpine.....	.....	.....	1,000	1,000	.....	.....	.....	.....	.....	.....	25
Anamor .....	.....	.....	4,800	4,443	.....	.....	11	4,793	.....	.....	60
Butte.....	27	8,100	13,650	14,604	.....	.....	.....	.....	1	3,000	51
Calaveras	80	3,200	4,786	4,289	.....	.....	.....	.....	.....	.....	.....
Colusa.....	10	1,666	2,500	2,500	.....	.....	.....	.....	.....	.....	.....
Contra Costa	28	3,810	13,700	14,300	.....	.....	.....	.....	.....	.....	.....
Del Norte	1	40	705	1,560	.....	.....	.....	.....	.....	.....	1,400
El Dorado .....	.....	.....	3,769	1,252	.....	.....	.....	.....	.....	.....	5
Fresno .....	.....	.....	4,000	4,621	.....	.....	.....	.....	.....	.....	.....
Humboldt	3	300	3,030	6,340	.....	.....	.....	.....	.....	50	45
Inyo	10	500	3,000	3,000	.....	.....	.....	.....	.....	.....	315
Kern .....	.....	.....	3,409	3,000	.....	.....	.....	.....	.....	.....	5
Klamath.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	.....	.....	3,043	4,071	.....	.....	.....	.....	.....	.....	.....
Lassen	5	483	4,808	8,181	.....	.....	.....	.....	.....	.....	16
Los Angeles	80	28,500	2,500	6,250	2	.....	35	52,500	55	27,500	150
Marin .....	.....	.....	6,897	8,121	.....	.....	.....	.....	.....	.....	.....
Mariposa	10	700	7,000	13,000	.....	.....	.....	.....	.....	.....	7
Mendocino .....	.....	.....	10,000	12,000	.....	.....	60	56,000	.....	.....	.....
Merced.....	10	2,000	2,000	3,000	.....	.....	15	45,000	.....	.....	20

Mono	540	16,000	3,180	4,102	2,405	624,200	82	1,200	45	12,500	.....
Monterey	5	670	3,730	6,880	.....	.....	14	29,200	.....	.....	120
Napa .....	.....	.....	8,650	12,585	.....	.....	.....	.....	.....	.....	3
Nevada	1	.....	9,000	4,500	.....	.....	.....	.....	.....	.....	11
Placer	4	.....	5,905	8,328	.....	.....	.....	.....	.....	.....	264
Plumas	43	140	20,000	7,000	.....	.....	130	164,018	.....	.....	206
Sacramento.....	43	5,777	28,037	22,779	.....	.....	.....	.....	.....	.....	122
San Bernardino	43	1,574	863	1,813	.....	.....	.....	.....	.....	.....	.....
San Diego	3	260	1,555	1,154	.....	.....	.....	.....	.....	.....	.....
San Francisco .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Joaquin.....	8	1,200	15,000	12,000	.....	.....	12	6,500	.....	.....	35
San Luis Obispo	5	500	10,000	15,000	.....	.....	.....	.....	.....	.....	1,500
San Mateo	150	1,500	10,000	10,000	500	.....	.....	.....	10	.....	500
Santa Barbara.....	.....	.....	.....	8,140	.....	.....	.....	.....	.....	.....	340
Santa Clara	63	7,500	20,165	35,489	5	.....	87	44,000	.....	.....	535
Santa Cruz.....	.....	.....	1,962	3,670	1,304	1,414,500	60	21,200	.....	.....	450
Shasta.....	4	236	4,674	4,806	.....	.....	.....	.....	.....	.....	15
Sierra.....	12	640	9,720	10,140	.....	.....	.....	.....	.....	.....	.....
Siskiyou	10	600	7,175	10,760	.....	.....	.....	.....	.....	.....	15
Solano.....	.....	.....	11,996	7,998	.....	.....	.....	.....	.....	.....	250
Sonoma	21	2,562	21,510	40,200	.....	.....	.....	.....	.....	.....	.....
Stanislaus .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sutter.....	2	193	8,298	2,124	.....	.....	20	14,125	.....	.....	50
Tehama	15	5,130	4,381	7,381	.....	.....	.....	.....	.....	.....	7
Trinity.....	10	450	2,476	3,670	.....	.....	.....	.....	.....	.....	5
Tulare	3	105	2,463	2,371	.....	.....	.....	.....	.....	.....	7
Tuolumne	100	2,500	20,000	25,000	.....	.....	.....	.....	20	5,000	20
Yolo.....	20	3,760	7,010	7,760	.....	.....	.....	.....	.....	.....	200
Yuba	18	3,000	15,000	11,360	.....	.....	.....	.....	.....	.....	30
Totals	1,645½	139,996	352,867	411,420	4,287	2,052,200	534	445,086	131½	48,050	7,654

TABLE OF STATISTICS—Continued.

COUNTIES.	Tons of turnips.....	Tons of pumpkins and squashes	COTTON.		Pounds of silk cocoons	Acres of broom corn	Pounds of butter...	Pounds of cheese..	Pounds of wool....	Pounds of honey...
			Acres.....	Pounds						
Alameda	115	594	.....	.....	.....	.....	226,250	.....	247,840	750
Alpino	30	30	.....	.....	.....	.....	50,000	.....	.....	.....
Amador	30	83	.....	.....	.....	21	3,110	1,160	72,300	1,140
Butte.....	42	1,648	.....	.....	.....	.....	15,325	.....	255,872	14,900
Calaveras	6	24	.....	.....	3	.....	5,000	.....	202,779	3,945
Colusa .....	.....	.....	.....	.....	.....	.....	.....	.....	1,000,000	30,000
Contra Costa.....	700	2,000	.....	.....	.....	.....	194,200	38,900	110,620	6,200
Del Norte	48	4	.....	.....	.....	.....	58,760	23,980	3,185	1,670
El Dorado .....	.....	.....	.....	.....	.....	.....	1,060	700	1,100	423
Fresno	15	150	.....	.....	.....	.....	18,000	1,421	696,462	1,900
Humboldt	140	.....	.....	.....	.....	.....	84,640	3,500	139,908	3,095
Inyo	5	10	.....	.....	.....	.....	5,000	.....	2,000	500
Kern.....	.....	20	.....	.....	.....	.....	1,000	500	25,000	.....
Klamath.....	.....	.....	.....	.....	.....	.....	2,000	.....	50	.....
Lake .....	.....	.....	.....	.....	.....	.....	11,450	24,000	43,816	.....
Lassen	4	12	.....	.....	.....	.....	50,505	13,000	15,360	140
Los Angeles.....	15	2,900	.....	.....	500	75	32,800	9,200	938,000	124,000
Marin .....	.....	.....	.....	.....	.....	.....	4,387,500	132,600	.....	.....
Mariposa	15	12	.....	.....	.....	.....	9,000	800	90,000	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	50,000	8,000	350,000	2,100
Merced.....	50	1,000	.....	.....	.....	.....	750	15,000	896,064	2,000

Mono .....	.....	.....	.....	.....	.....	11,980	2,200	.....	.....
Monterey	28	450	.....	.....	.....	158,500	1,282,300	542,600	93,000
Napa	40	330	.....	.....	90	145,000	7,350	51,610	3,750
Nevada .....	.....	.....	.....	.....	.....	25,000	.....	18,000	5,000
Placer	5	4	.....	.....	.....	14,049	2,150	95,637	7,934
Plumas	25	20	.....	.....	.....	140,000	4,000	7,000	500
Sacramento.....	112	1,823	.....	.....	345	214,863	62,570	325,177	4,635
San Bernardino.....	47	60	.....	.....	.....	24,225	2,700	66,000	7,600
San Diego	34	149	.....	.....	.....	5,640	2,000	80,000	22,350
San Francisco .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Joaquin	20	25	.....	.....	2	150,000	7,000	215,000	1,000
San Luis Obispo	25	300	.....	.....	.....	14,060	53,150	224,724	1,000
San Mateo	20	20	.....	50	.....	70,000	140,000	2,600	.....
Santa Barbara.....	26	1,560	.....	.....	.....	.....	18,400	708,275	9,100
Santa Clara	125	2,223	.....	.....	.....	71,200	461,165	96,731	2,520
Santa Cruz.....	.....	1,576	.....	.....	.....	140,328	26,495	2,000	.....
Shasta.....	18	24	.....	.....	.....	13,275	.....	109,852	5,510
Sierra .....	.....	10	.....	.....	.....	75,000	11,000	2,300	3,500
Siskiyou	30	75	.....	.....	5	78,500	17,250	83,900	6,817
Solano.....	20	25	.....	.....	10	32,375	700	28,299	2,000
Sonoma.....	358	6,172	.....	.....	.....	762,400	356,207	272,925	1,750
Stanislaus.....	.....	.....	.....	.....	.....	7,000	.....	250,000	10,000
Sutter.....	4	387	.....	.....	25	27,089	.....	129,498	698
Tehama	20	14	.....	.....	90	20,000	3,000	953,000	3,000
Trinity.....	2	15	.....	.....	.....	19,325	800	400	700
Tulare .....	.....	66	.....	.....	.....	2,310	.....	856,538	7,845
Tuolumne.....	30	20	.....	.....	.....	100,000	.....	10,000	5,000
Yolo.....	100	400	.....	.....	.....	126,000	5,000	163,620	4,150
Yuba.....	20	300	.....	.....	25	80,000	3,000	95,000	1,800
Totals	2,324	24,535	.....	106,168	917	7,734,469	2,741,198	10,481,042	403,922

Mono	41,843	14,070	21,254	31,417	13,864	582	102	1,407
Monterey	61,500	25,800	19,025	7,115	12,340	9,300	1,520	1,980
Napa	28,274	9,076	5,074	1,800	993	185	481	59
Nevada	49,198	24,519	11,720	3,152	7,973	1,176	2,078	725
Placer	3,000	1,000	300	200	75	40	30	50
Plumas	87,460	98,700	29,772	21,194	7,250	3,821	3,860	13,241
Sacramento	9,652	10,905	978	1,009	69	152	309	1,265
San Bernardino	790	4,678	1,449	132	655	55	51	1,345
San Diego								
San Francisco								
San Joaquin	40,000	25,000	9,000	6,000	1,000	1,200	750	2,700
San Luis Obispo	1,500	2,000	1,000	500	200	100	50	100
San Mateo	6,000	2,750	2,575	2,235	1,873	1,897	1,576	1,236
Santa Barbara	4,800	6,100	2,700	600	140	270	296	2,200
Santa Clara	106,449	44,612	33,259	31,553	19,484	1,480	2,266	3,658
Santa Cruz	32,905	5,001	3,428	4,813	1,439	92	222	644
Shasta	94,200	65,340	8,542	4,580	856	738	320	450
Sierra	8,000	4,900	990	394	420	105	120	40
Siskiyou	60,000	5,003	1,066	614	300	104	67	56
Solano	17,468	10,830	4,398	4,038	6,870	1,051	1,354	27,498
Sonoma	29,086	62,300	16,175	44,890	8,321	1,070	2,827	1,686
Stanislaus	3,000	5,000	9,500	750	130	90	78	340
Sutter	32,000	17,186	5,201	2,349	743	1,052	896	2,165
Tehama	7,000	28,000	2,600	1,400	500	950	380	2,000
Trinity	19,922	2,559	2,110	889	310	105	65	55
Tulare	17,328	22,241	3,935	2,075	878	435	342	1,727
Tuolumne	80,000	100,000	20,000	15,000	8,000	5,000	2,000	2,300
Yolo	34,942	23,638	7,675	4,942	3,648	1,020	1,884	4,550
Yuba	38,000	25,700	8,900	5,900	1,900	2,300	3,000	4,500
Totals	1,370,971	882,338	297,841	249,464	144,120	43,776	36,940	92,326

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of fig trees..	Number of lemon trees	Number of orange trees	Number of olive trees	Number of prune trees	Number of mulberry trees	Number of almond trees.....	Number of walnut trees
Alameda	817	62	82	587	3,066	1,204	152,956	3,576
Alpine .....	.....	.....	.....	.....	.....	.....	.....	.....
Amador.....	1,410	190	310	22	178	640	1,710	560
Butte	2,359	359	541	88	134	2,464	• 2,336	1,615
Calaveras	1,441	.....	52	.....	60	565	201	104
Colusa.....	1,000	.....	.....	.....	.....	50	500	50
Contra Costa.....	670	35	80	100	100	7,000	300	2,800
Del Norte.....	.....	.....	.....	.....	.....	.....	.....	32
El Dorado.....	985	.....	.....	.....	.....	5,415	219	119
Fresno.....	300	.....	4	.....	30	12	32	97
Humboldt.....	8	.....	.....	.....	.....	.....	22	65
Inyo.....	12	.....	.....	.....	.....	20	.....	30
Kern.....	390	40	35	50	100	50	200	300
Klamath .....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	60	.....	.....	.....	.....	.....	.....	71
Lassen	1	.....	.....	.....	11	3,541	138	101
Los Angeles.	2,000	4,500	34,300	2,000	120	150,000	700	5,300
Marin	37	.....	.....	.....	.....	.....	43	.....
Mariposa.....	400	.....	.....	.....	.....	200	30	50
Mendocino.....	75	.....	.....	.....	.....	.....	50	150
Merced	1,000	.....	1	.....	20	100	50	20

Mono	216	49	.....	46	311	2,157	412	.....	183
Monterey	875	30	70	260	210	58,250	3,470	.....	1,110
Napa	194	.....	1	.....	5	31,021	23	.....	46
Nevada	2,497	13	43	7	304	44,040	778	.....	289
Placer	15	.....	.....	.....	3	.....	10	.....	3
Plumas	4,541	633	1,039	147	713	84,280	4,638	.....	50,973
Sacramento	978	268	7,111	106	94	379	212	.....	8,199
San Bernardino	574	703	1,833	262	37	126	104	.....	134
San Diego .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Francisco	3,000	35	30	25	270	450	300	.....	550
San Joaquin	150	50	75	1,000	75	75	50	.....	25
San Luis Obispo	851	.....	.....	.....	.....	25,000	650	.....	1,080
San Mateo	3,800	650	450	7,200	76	22,560	283,400	.....	38,100
Santa Barbara	1,522	1,035	3,101	1,044	6,420	1,564	2,933	.....	2,770
Santa Clara	256	.....	5	8	155	244	109	.....	469
Santa Cruz	634	6	18	.....	8	15	120	.....	100
Shasta	12	2	1	.....	28	20	15	.....	20
Sierra .....	.....	.....	.....	.....	.....	9,416	.....	.....	351
Siskiyou	3,480	.....	177	62	268	.....	5,059	.....	1,727
Solano	1,520	.....	56	.....	425	2,877	3,598	.....	1,709
Sonoma	600	.....	20	.....	.....	.....	.....	.....	.....
Stanislaus	1,975	75	97	10	178	4,028	657	.....	1,275
Sutter	1,000	4	20	200	5,130	300	8,000	.....	1,020
Tehama .....	.....	.....	.....	.....	.....	.....	4	.....	18
Trinity .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1,825	103	137	2	31	749	219	.....	314
.....	1,500	.....	.....	.....	.....	500	100	.....	100
.....	5,070	21	217	16	315	92,820	3,300	.....	3,310
Yolo	2,500	50	250	40	50	900	7,200	.....	700
Yuba .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	52,550	8,973	50,156	13,282	18,925	553,032	484,864	.....	129,615

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of goose- berry bushes.....	Number of raspber- ry bushes.....	Number of straw- berry vines.....	Number of grape vines.....	Gallons of wine.....	Gallons of brandy...	BREWERIES.	
							Number.....	Gallons
Alameda.....	223,102	76,000	.....	8	221,400
Alpine.....	1	1,000
Amador.....	1,348,600	51,100	.....	4	28,920
Butte.....	739,861	47,482	1,950	3	14,400
Calaveras.....	460,355	65,770	3,400	5	29,035
Colusa.....	500	100	2,000	200,000	.....	1,787	1	10,000
Contra Costa.....	400,000	80,000	.....	1	.....
Del Norte.....	34	.....	.....	1	6,000
El Dorado...	1,571,196	192,865	6,665	4	.....
Fresno.....	15,931	.....	.....	2	.....
Humboldt.....	500	.....	.....	2	16,000
Inyo.....	6,000	.....	.....	2	3,000
Kern.....	14,773	.....	.....	.....	.....
Klamath.....	2,475	.....	.....	.....	.....
Lake.....	34,841	.....	.....	.....	.....
Lassen.....	2,844	.....	.....	.....	.....
Los Angeles.....	4,140,000	1,495,000	57,600	2	32,000
Marin.....	12,493	2,155	.....	1	8,000
Mariposa.....	200,000	15,000	1,000	.....	.....
Mendocino.....	4,200	.....	.....	5	18,000
Merced.....	75,000	14,018	1,000	.....	.....

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of horses...	Number of mules...	Number of asses....	Number of cows.....	Number of calves...	Number of beef cattle.....	Number of oxen.....	Total number of neat cattle.....
Alameda.....	6,711	631	14	5,095	4,740	5,203	134	22,528
Alpine.....	180	16	.....	228	200	244	84	756
Amador.....	3,940	370	1	1,564	1,400	1,680	160	4,804
Butte.....	6,594	907	110	4,526	3,542	10,331	257	18,656
Calaveras.....	3,448	242	24	4,168	3,308	2,645	130	10,251
Colusa.....	9,000	1,600	50	3,500	3,000	9,000	50	15,600
Contra Costa.....	5,379	493	.....	7,816	3,874	5,896	.....	17,576
Del Norte.....	696	122	.....	1,026	830	545	74	2,475
El Dorado.....	1,924	158	21	4,340	1,480	4,554	220	10,594
Fresno.....	4,430	439	109	17,719	17,268	4,035	158	39,180
Humboldt.....	7,063	704	18	14,117	10,360	10,045	513	35,338
Inyo.....	3,200	414	37	1,046	.....	5,248	161	6,455
Kern.....	4,881	469	78	3,849	4,727	4,104	306	49,813
Klamath.....	397	464	4	673	2,189	46	69	2,977
Lake.....	1,298	110	6	2,096	2,197	480	53	4,826
Lassen.....	2,134	226	2	4,263	3,621	6,846	54	4,784
Los Angeles.....	12,500	2,300	240	4,100	3,000	10,300	300	17,700
Marin.....	2,945	133	.....	19,140	5,879	457	247	35,941
Mariposa.....	1,558	279	54	2,012	1,312	359	144	7,127
Mendocino.....	8,222	962	26	3,873	.....	1,019	360	35,582
Merced.....	2,916	598	21	1,126	290	8,861	15	10,792

Mono	926	103	10	3,368	2,837	397	125	6,727
Monterey	9,217	516	29	9,011	4,283	28,812	49	32,155
Napa	5,300	520	20	4,620	5,335	875	40	10,870
Nevada	2,330	118	.....	2,314	1,369	2,481	285	6,449
Placer	3,014	296	19	2,636	3,519	449	392	7,147
Plumas	1,361	138	21	3,081	2,900	1,495	90	7,566
Sacramento	9,644	330	12	7,534	8,669	3,214	275	19,692
San Bernardino	1,987	197	12	2,181	1,632	1,365	106	5,375
San Diego	6,019	636	32	1,792	3,864	1,181	265	19,095
San Francisco .....	.....	.....	.....	.....	.....	.....	.....	.....
San Joaquin	12,000	900	12	4,500	4,750	7,500	30	16,780
San Luis Obispo	5,071	345	77	6,650	8,262	1,524	24	44,383
San Mateo	4,208	316	11	6,927	3,367	2,704	167	23,272
Santa Barbara	6,503	650	50	4,875	3,850	18,870	42	27,637
Santa Clara	9,801	439	25	10,268	4,944	9,368	93	37,837
Santa Cruz	3,231	216	10	4,200	4,663	1,500	531	10,894
Shasta	2,745	236	21	4,307	3,658	2,158	155	10,278
Sierra	703	104	.....	1,097	980	1,617	129	3,823
Siskiyou	7,133	824	20	2,498	12,954	12,500	150	28,102
Solano	5,644	1,070	10	9,786	5,087	680	10	15,263
Sonoma	11,977	641	23	17,637	20,168	1,621	282	39,708
Stanislaus	6,932	942	10	7,080	1,230	.....	.....	5,870
Sutter	6,270	545	3	3,273	3,504	4,770	55	11,682
Tehama	4,560	309	9	7,114	1,954	4,125	324	13,669
Trinity	647	167	4	1,204	1,087	910	100	3,201
Tulare	7,357	307	37	16,242	5,466	5,450	110	27,268
Tuolumne	2,335	188	34	2,331	4,000	1,542	95	7,968
Yolo	7,196	1,167	17	3,180	1,868	4,478	.....	9,824
Yuba	3,752	319	13	4,162	1,349	4,980	116	10,607
Totals	237,280	24,176	1,356	260,145	200,766	218,454	7,529	816,897

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of sheep...	Number of Cash- mere and Angora goats.....	Number of hogs....	Number of chickens	Number of turkeys.	Number of geese....	Number of ducks...	Number of hives of bees
Alameda.....	38,360	46	2,556	.....	.....	.....	.....	300
Alpine.....	.....	400	57	.....	.....	.....	.....	10
Amador.....	18,040	17	2,140	.....	.....	.....	.....	740
Butte.....	63,968	255	15,566	.....	.....	.....	.....	545
Calaveras.....	36,869	2,891	4,479	.....	.....	.....	.....	624
Colusa.....	180,000	500	16,000	.....	.....	.....	.....	1,000
Contra Costa.....	14,744	27	4,209	.....	.....	.....	.....	300
Del Norte.....	430	.....	650	.....	.....	.....	.....	125
El Dorado.....	10,594	68	2,728	.....	.....	.....	.....	368
Fresno.....	164,266	1,706	8,855	.....	.....	.....	.....	37
Humboldt.....	37,477	10	5,670	.....	.....	.....	.....	264
Inyo.....	1,100	.....	681	.....	.....	.....	.....	37
Kern.....	101,903	.....	2,190	.....	.....	.....	.....	50
Klamath.....	17	.....	863	.....	.....	.....	.....	70
Lake.....	11,971	2	1,396	.....	.....	.....	.....	.....
Lassen.....	4,100	.....	931	.....	.....	.....	.....	5
Los Angeles.....	341,000	110	5,300	.....	.....	.....	.....	2,070
Marin.....	.....	.....	.....	.....	.....	.....	.....	77
Mariposa.....	53,952	20	2,640	.....	.....	.....	.....	.....
Mendocino.....	121,292	1	5,800	.....	.....	.....	.....	500
Merced.....	149,344	1	3,231	.....	.....	.....	.....	200

Monterey.....	194,720	2,968	8,717	.....	.....	.....	4,813
Napa.....	15,870	225	5,300	.....	.....	.....	300
Nevada.....	3,589	.....	2,105	.....	.....	.....	149
Placer.....	56,086	.....	5,082	.....	.....	.....	757
Plumas.....	3,294	60	600	.....	.....	.....	50
Sacramento.....	128,328	.....	3,880	.....	.....	.....	610
San Bernardino.....	25,735	5	603	.....	.....	.....	819
San Diego.....	70,295	864	1,133	.....	.....	.....	1,136
San Francisco.....	.....	.....	.....	.....	.....	.....	.....
San Joaquin.....	55,000	25	1,250	.....	.....	.....	250
San Luis Obispo.....	250,294	1,160	3,802	.....	.....	.....	300
San Mateo.....	1,396	.....	4,208	.....	.....	.....	500
Santa Barbara.....	212,320	.....	4,100	.....	.....	.....	420
Santa Clara.....	45,093	247	6,880	.....	.....	.....	757
Santa Cruz.....	1,755	.....	3,795	.....	.....	.....	50
Shasta.....	38,734	.....	7,252	.....	.....	.....	799
Sierra.....	1,151	2	858	.....	.....	.....	148
Siskiyou.....	24,874	.....	1,300	.....	.....	.....	637
Solano.....	41,414	110	6,500	.....	.....	.....	20
Sonoma.....	90,974	693	14,899	.....	.....	.....	307
Stanislaus.....	86,000	.....	2,000	.....	.....	.....	400
Sutter.....	21,683	.....	7,920	.....	.....	.....	600
Tehama.....	217,000	300	19,000	.....	.....	.....	300
Trinity.....	160	1	453	.....	.....	.....	150
Tulare.....	144,423	.....	5,643	.....	.....	.....	523
Tuolumne.....	9,775	2,659	2,177	.....	.....	.....	400
Yolo.....	32,724	.....	7,890	.....	.....	.....	446
Yuba.....	31,864	.....	5,584	.....	.....	.....	300
Totals.....	3,158,193	15,373	219,057	.....	.....	.....	23,268

TABLE OF STATISTICS—Continued.

COUNTIES.	GRIST MILLS.				Barrels of flour made.	Bushels of corn ground.....	SAW MILLS.		Feet of lumber sawed.....	Number of shingles made
	Steam power.	Run of stone.	Water power.	Run of stone.			Steam power.	Water power.		
Alameda.....	3	9	2	3	26,000	2,400	2	2	1,500,000	500,000
Alpine.....	.....	.....	.....	.....	.....	.....	.....	.....	4,990,640	1,396,640
Amador.....	1	3	1	2	5,850	12,190	3	3	15,000,000	1,000,000
Butte.....	1	4	3	7	75,000	12,950	19	3	3,198,000	3,090,000
Calaveras.....	.....	.....	.....	.....	.....	.....	4	1	200,000	.....
Colusa.....	3	8	.....	.....	.....	.....	2	.....	.....	.....
Contra Costa.....	4	11	.....	.....	8,000	1,000	.....	.....	6,300,000	200,000
Del Norte.....	1	1	1	2	600	230	2	3	1,282,900	.....
El Dorado.....	1	2	.....	.....	.....	.....	8	2	1,500,000	50,000
Fresno.....	.....	.....	2	3	5,700	3,500	2	1	50,000,000	15,200,000
Humboldt.....	1	1	1	1	3,000	480	8	2	2,000,000	1,000,000
Inyo.....	.....	.....	2	4	2,500	3,200	.....	3	3,000,000	100,000
Kern.....	.....	.....	3	6	8,000	1,000	4	1	4,000,000	1,500,000
Klamath.....	.....	.....	.....	.....	.....	.....	2	9	1,940,000	.....
Lake.....	2	2	1	2	5,800	2,100	3	2	2,150,000	125,000
Lassen.....	.....	.....	2	3	1,700	450	1	2	20,000	.....
Los Angeles.....	.....	.....	5	10	2,600	40,000	2	.....	.....	.....
Marin.....	.....	.....	.....	.....	.....	.....	1	.....	1,600,000	200,000
Mariposa.....	.....	.....	.....	.....	.....	.....	7	.....	49,600,000	30,500,000
Mendocino.....	4	5	3	3	.....	.....	16	3	.....	.....
Monterey.....	.....	.....	.....	.....	9,000	5,000	.....	.....	.....	.....

	1	2	750	150	2	3	600,000	50,000
Mono.....	1	1	1,980	280	.....	.....	.....	.....
Monterey.....	2	1	14,370	5,650	1	.....	60,000	.....
Napa.....	6	3	20,530	1,800	17	4	32,300,000	7,000,000
Nevada.....	4	.....	21,000	1,800	17	5	5,800,000	1,200,000
Placer.....	2	.....	1,500	.....	3	13	3,000,000	350,000
Plumas.....	2	.....	227,300	14,100	2	.....	.....	.....
Sacramento.....	18	1	7,350	8,000	4	.....	3,000,000	500,000
San Bernardino.....	.....	3	300	5,000	1	1	350,000	100,000
San Diego.....	3	2	.....	.....	.....	.....	.....	.....
San Francisco.....	.....	.....	65,000	4,000	.....	.....	.....	.....
San Joaquin.....	17	.....	3,000	1,200	2	.....	518,000	.....
San Luis Obispo.....	1	6	.....	.....	9	1	10,000,000	12,000,000
San Mateo.....	2	1	.....	.....	.....	.....	.....	.....
Santa Barbara.....	2	1	65,550	2,830	3	2	15,000,000	.....
Santa Clara.....	7	2	21,683	3,929	13	5	12,500,000	7,000,000
Santa Cruz.....	3	2	8,000	1,350	1	14	5,225,000	.....
Shasta.....	.....	4	.....	.....	10	8	5,500,000	482,000
Sierra.....	1	2	228	.....	5	13	52,000,000	100,000,000
Siskiyou.....	7	10	20,561	1,500	.....	.....	.....	.....
Solano.....	10	.....	115,000	6,000	13	1	14,693,327	4,286,890
Sonoma.....	6	3	75,063	6,399	.....	.....	.....	.....
Stanislaus.....	1	4	29,000	800	.....	.....	.....	.....
Sutter.....	.....	.....	.....	.....	.....	.....	.....	.....
Tehama.....	3	8	46,212	2,230	4	2	10,000,000	300,000
Trinity.....	1	2	.....	75	.....	11	950,000	.....
Tulare.....	1	4	8,867	468	3	1	250,000	250,000
Tuolumne.....	.....	8	11,000	2,000	6	2	4,000,000	2,000,000
Yolo.....	3	.....	43,200	750	2	.....	.....	.....
Yuba.....	3	12	80,000	19,000	4	4	2,864,000	.....
Totals.....	69	199	1,041,194	173,811	198	124	326,891,867	190,300,530

TABLE OF STATISTICS—Continued.

COUNTIES.	QUARTZ MILLS.		MINING DITCHES.		IRRIGATING DITCHES.		WOOLEN MILLS.		COTTON MILLS.		COAL.	RAILROADS.		
	Number	Tons crushed.	Number	Miles in length.....	Am't of water used per day — inches	Number	Acres irrigat- ed	Number	Pounds of wool used...	Number	Pounds of cotton used.	Tons mined...	Number	Miles in length
Alameda.....	.....	.....	.....	.....	.....	2	2,000	.....	.....	.....	.....	.....	3	92½
Alpine.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Amador.....	24	252,000	46	470	5,980	.....	.....	.....	.....	.....	.....	.....	2	58
Butte.....	17	.....	10	219	30,600	6	2,000	.....	.....	.....	.....	.....	1	$\frac{66}{100}$
Calaveras.....	26	37,105	22	482	3,050	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colusa.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Contra Costa.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Del Norte.....	.....	.....	25	42	5,300	6	150	.....	.....	.....	.....	120,000	2	11½
El Dorado.....	40	.....	54	850	6,720	27	1,320	.....	.....	.....	.....	.....	2	4
Fresno.....	2	100	.....	2	40	10	3,000	.....	.....	.....	.....	.....	1	18½
Humboldt.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31½
Inyo.....	3	8,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
Kern.....	13	8,000	.....	.....	.....	3	10,000	.....	.....	.....	.....	.....	.....	.....
Klamath.....	4	6,000	60	100	10,000	30	700	.....	.....	.....	.....	.....	.....	.....
Lake.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lassen.....	1	75	3	8	400	2	1,100	.....	.....	.....	.....	.....	.....	.....
Los Angeles.....	1	3,000	4	21	2,860	52	27,700	.....	.....	.....	.....	.....	1	20½
Marin.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3½
Mariposa.....	34	18,000	10	66	.....	60	250	.....	.....	.....	.....	.....	.....	.....
Mendocino.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Merced.....	.....	.....	.....	.....	.....	6	10,000	.....	.....	.....	.....	.....	1	$\frac{31.45}{100}$

[illegible]

TABLE OF STATISTICS—Continued.

COUNTIES.	ASSESSED VALUE OF PROPERTY—1872.				Estimated total population.....	Registered voters...	Poll tax collected in 1871.....
	Real estate...	Improvem'ts	Personal property ...	Total valuation			
Alameda.....	27,486,940	5,498,020	6,748,655	39,733,615	35,000	6,474	8,086
Alpine.....	161,700	121,845	215,863	499,408	800	240	202
Amador	1,839,348	700,055	3,016,019	5,555,422	11,360	3,140	3,450
Butte	3,483,369	1,121,150	2,565,567	7,170,086	12,500	3,931	7,124
Calaveras.....	234,256	497,748	778,149	1,510,153	9,986	3,150	1,425
Colusa	5,595,019	.....	2,832,994	8,428,013	8,000	2,700	1,000
Contra Costa.....	4,905,703	824,310	1,820,208	7,550,221	10,000	2,650	3,000
Del Norte	170,467	185,615	330,643	686,725	2,500	537	1,277
El Dorado.....	414,327	911,088	1,077,038	2,402,453	9,600	4,624	2,725
Fresno	3,139,934	267,378	1,849,849	5,257,161	4,250	3,800	732
Humboldt	1,803,871	778,245	2,218,476	4,800,592	11,500	2,744	2,900
Inyo	298,734	208,048	1,023,739	1,430,521	2,100	700	400
Kern	1,088,432	234,282	1,443,293	2,766,007	4,000	900	281
Klamath	243,344	72,979	292,583	608,906	3,300	410	699
Lake	890,634	313,087	587,649	1,791,370	2,969	1,141	1,185
Lassen.....	125,488	149,962	662,606	938,056	1,500	418	323
Los Angeles.....	5,264,888	1,779,596	3,510,108	10,554,592	17,400	4,530	3,600
Marin.....	7,976,487	1,260,950	2,221,004	11,458,441	.....	.....	.....
Mariposa	410,755	397,299	672,879	1,480,933	4,560	1,300	1,366
Mendocino	1,985,184	749,655	2,573,884	5,308,723	11,000	3,000	3,400
Merced.....	4,918,243	422,860	1,889,634	7,230,737	3,500	1,066	380

Mont	79,615	99,320	283,360	362,295	550	453	236
erey	8,266,989	830,601	3,246,185	12,343,775	10,887	2,596	2,712
Napa.....	4,264,775	1,794,000	2,176,812	8,235,587	11,200	2,297	1,318
Nevada.....	3,768,045	1,581,531	2,691,892	8,041,468	19,134	6,100	10,780
Placer.....	4,514,477	.....	1,936,910	6,451,387	14,000	3,312	3,145
Plumas.....	165,852	237,844	720,175	1,123,871	7,000	1,280	1,265
Sacramento	8,672,094	7,280,395	12,939,787	28,892,276	35,000	7,500	11,400
San Bernardino	672,396	256,336	517,549	1,446,281	7,000	1,583	383
San Diego	1,582,684	228,580	807,664	2,618,928	7,359	1,998	450
San Francisco.....	187,289,301	.....	110,595,941	297,885,242	175,000	.....	35,000
San Joaquin.....	11,177,342	4,018,185	5,327,459	20,522,986	25,000	5,250	4,760
San Luis Obispo.....	1,739,317	219,145	1,565,650	3,554,112	6,000	2,000	600
San Mateo.....	7,864,165	904,680	1,251,890	10,020,735	7,370	2,000	1,326
Santa Barbara.....	3,404,592	651,809	1,943,831	6,000,232	8,400	1,860	.....
Santa Clara.....	18,132,250	5,457,222	6,431,894	30,021,366	27,000	5,510	21,320
Santa Cruz.....	3,751,688	1,237,899	2,232,125	7,221,712	9,000	2,257	4,266
Shasta	323,303	228,003	1,001,487	1,552,793	6,000	1,630	2,350
Sierra	861,875	643,640	818,344	2,323,859	5,800	2,200	3,600
Siskiyou	744,811	465,947	2,479,015	3,689,773	8,000	2,131	1,951
Solano	7,241,720	1,697,757	2,729,260	11,668,737	16,571	5,062	4,000
Sonoma.....	10,763,799	3,085,264	6,038,287	19,887,350	25,000	.....	4,119
Stanislaus.....	4,173,450	590,654	2,141,941	6,906,045	6,500	2,000	610
Sutter	3,006,101	455,115	1,230,315	4,691,531	6,550	1,307	.....
Tehama.....	1,646,967	292,805	1,829,095	3,768,867	6,500	1,635	1,100
Trinity	165,842	124,307	420,309	710,458	3,275	860	1,060
Tulare.....	1,113,565	397,241	1,639,384	3,150,190	7,400	1,384	1,680
Tuolumne.....	421,320	316,795	696,035	1,434,150	8,000	2,800	1,400
Yolo.....	5,161,728	945,163	2,535,894	8,642,785	11,000	4,428	3,476
Yuba	1,567,450	1,597,605	2,450,580	5,615,635	11,500	3,795	3,671
Totals.....	374,774,636	54,098,925	217,072,990	645,946,561	657,821	119,683	174,533

STATISTICAL TABLES FOR 1873.

TABLE OF STATISTICS.

Industrial and other statistical information for the year eighteen hundred and seventy-three, as reported to the Surveyor General by the several County Assessors, embracing the entire State.

COUNTIES.	Acres of land inclosed in 1872.....	Acres of land cultivated in 1872.....	WHEAT.		BARLEY.		Acres of land cultivated in 1873.....	Acres of wheat sown in 1873..	Acres of barley sown in 1873..
			Acres....	Bushels.	Acres....	Bushels.			
Alameda	122,180	117,767	71,942	1,711,807	14,195	595,257	112,000	75,000	13,500
Alpine	10,000	2,862	500	7,500	650	10,400	.....	500	700
Amador	60,184	6,713	845	21,125	1,520	45,360	.....	.....	.....
Butte	171,061	83,603	46,636	932,720	16,040	449,138	.....	49,400	15,600
Calaveras	48,035	11,200	542	6,499	1,696	30,838	.....	800	2,200
Colusa	250,000	165,000	150,000	3,000,000	10,000	220,200	.....	200,000	10,000
Contra Costa.....	174,289	83,890	61,748	1,887,320	16,296	664,254	.....	.....	.....
Del Norte.....	10,710	1,820	210	3,930	190	5,800	.....	243	175
El Dorado	68,000	10,643	502	4,321	619	6,023	.....	500	400
Fresno.....	55,734	18,506	8,972	92,968	9,451	142,689	.....	17,683	12,295
Humboldt.....	49,205	15,160	1,510	37,750	582	17,460	.....	1,645	790
Inyo .....	.....	6,443	1,080	17,645	2,520	22,326	5,480	628	1,648
Kern	26,811	9,652	2,244	38,433	2,363	60,146	.....	4,000	4,500
Klamath	8,000	2,400	200	4,000	60	700	.....	210	55
Lake.....	31,550	7,338	3,450	70,276	2,014	49,193	.....	.....	.....
Lassen	23,025	4,988	1,758	32,327	1,859	47,717	.....	1,975	2,250
Los Angeles	46,000	48,700	500	10,700	11,800	318,000	.....	650	12,900
Marin	287,186	16,485	2,469	46,210	852	23,456	.....	.....	.....
Mariposa .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Meudocino.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Merced.....	86,192	.....	200,000	1,426,897	75,000	306,967	.....	144,490	17,427

Mono	5,995	710	200	3,100	275	3,085	215	280
Monterey	354,640	195,200	116,550	2,331,000	48,250	1,447,500	127,750	39,200
Napa	109,730	48,735	31,780	395,350	4,070	81,400	33,150	3,840
Nevada								
Placer	52,813	33,966	15,912	212,650	4,767	70,240	16,637	5,267
Plumas	48,220	3,900	1,203	19,075	669	16,368		
Sacramento	294,621	64,716	7,662	122,757	21,967	293,866	7,844	23,253
San Bernardino	21,500	9,000	2,419	20,013	3,757	25,000	2,500	4,000
San Diego	8,546	10,491	2,342	11,442	5,937	17,817	2,500	6,000
San Francisco								
San Joaquin	275,000	225,000	186,125	2,667,800	29,375	538,840	190,000	33,000
San Luis Obispo	120,000	30,000	3,000	45,000	20,000	400,000	3,500	25,000
San Mateo	79,130	31,534	5,852	127,001	5,460	169,713	6,097	5,813
Santa Barbara	31,270	15,285	1,900	cut for hay.	2,210	66,300	5,797	2,790
Santa Clara	501,723	185,657	172,573	1,578,843	12,444	121,137	163,789	13,437
Santa Cruz	69,170	18,496	7,440	193,480	3,336	132,012	7,890	4,420
Shasta	57,000	31,350	7,672	104,250	7,640	152,740	8,280	7,645
Sierra	37,106	3,340	4,190	16,120	1,036	20,410	1,320	1,090
Siskiyou	125,000	45,000	10,313	164,695	2,344	46,880	12,413	2,917
Solano	153,216	88,744	60,698	616,235	14,825	59,385		
Sonoma	359,405	56,002	18,871	312,321	6,165	135,946	28,786	5,969
Stanislaus	45,000	401,000	360,000	5,000,000	40,000	800,000	365,000	35,500
Sutter	234,450	120,830	60,060	885,744	12,120	251,878	100,785	20,132
Tehama								
Trinity	9,107	5,519	709	10,101	73	783	690	583
Tulare	64,371	32,882	11,559	97,729	17,848	129,240	15,412	23,797
Tuolumne			5,500	82,500	1,000	9,000	4,500	900
Ventura								
Yolo	76,640	155,355	79,040	1,533,333	12,340	244,800	163,460	11,320
Yuba	116,717	51,127	13,950	186,700	8,600	125,200	13,318	8,869
Totals	4,843,532	2,477,012	1,730,668	26,089,667	454,215	8,405,464	1,696,622	379,462

TABLE OF STATISTICS—Continued.

COUNTIES.	OATS.		RYE.		CORN.		BUCKWHEAT.		PEAS.	
	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....	Acres.....	Bushels....
Alameda	1,330	39,828	.....	.....	1,365	40,790	4	15	150	3,000
Alpine	400	7,200	50	600	100	2,250	.....	.....	10	200
Amador .....	.....	.....	.....	.....	475	19,028	.....	.....	.....	.....
Butte	346	12,100	340	5,400	70	24,600	.....	.....	.....	.....
Calaveras .....	.....	.....	.....	.....	249	6,370	.....	.....	.....	.....
Colusa	1,000	25,000	.....	.....	500	5,000	.....	.....	.....	.....
Contra Costa	4,312	161,363	72	1,676	176	9,420	.....	.....	8	200
Del Norte	544	15,300	.....	.....	39	1,890	.....	.....	64	1,520
El Dorado	150	718	166	401	40	113	.....	.....	.....	.....
Fresno	936	140	46	285	226	6,140	.....	.....	.....	.....
Humboldt	4,685	234,250	.....	.....	168	7,355	8	200	1,041	62,460
Inyo	450	4,500	.....	.....	1,600	23,922	.....	.....	.....	.....
Kern	214	6,191	130	2,485	1,039	19,830	26	362	62	871
Klamath	100	1,300	20	150	70	900	.....	.....	.....	.....
Lake	125	2,225	5	115	225	5,720	.....	.....	.....	.....
Lassen	1,356	37,013	.....	.....	3	123	1	26	1	54
Los Angeles	370	250	150	4,200	12,000	562,000	70	1,600	95	2,370
Marin	9,654	231,464	.....	.....	.....	.....	.....	.....	.....	.....
Mariposa .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Merced .....	.....	250	.....	.....	.....	9,240	.....	.....	.....	.....

TABLE OF STATISTICS—Continued.

COUNTIES.	PEANUTS.		BEANS.		CASTOR BEANS.		POTATOES.		SWEET POTATOES.	
	Acres.....	Pounds.....	Acres.....	Bushels.....	Acres.....	Pounds.....	Acres.....	Tons	Acres.....	Tons
Alameda.....			405	13,960			325	325		
Alpine.....			5	125			50	100		
Amador.....							50	220	5	22
Butte.....	20	6,000	15	540			100	250	25	75
Calaveras.....							256	640		
Colusa.....			5	100			40	80	20	50
Contra Costa.....			172	5,490	10	3,000	174	890	4	30
Del Norte.....			8	160			147	521		
El Dorado.....										
Fresno.....			45	245			27	91	16	25
Humboldt.....			1	10			3,148	21,480		
Inyo.....			322	4,830			350	350		
Kern.....	22	4,465	99	2,802			145	413	50	50
Klamath.....			30	800			70	90		
Lake.....							27	63		
Lassen.....			2	41			46	185		
Los Angeles.....	92	83,700	1,090	21,800	110	110,720	1,570	7,800	150	900
Marin.....							1,014	1,541		
Mariposa.....										
Mendocino.....										
Merced.....		14,000		4,300				18		8

TABLE OF STATISTICS—Continued.

COUNTIES.	ONIONS.		HAY.		FLAX.		HOPS.		TOBACCO.		SUGAR BEETS.
	Acres.....	Bushels.....	Acres.....	Tons.....	Acres.....	Pounds	Acres.....	Pounds	Acres.....	Pounds	Tons.....
Alameda.....	270	16,900	8,929	19,046	.....	.....	28	24,500	.....	.....	10,260
Alpine.....	2	100	1,095	1,095	.....	.....	.....	.....	.....	.....	.....
Amador .....	.....	.....	3,873	4,238	.....	.....	18	17,200	.....	.....	400
Butte	30	1,800	18,000	15,600	.....	.....	.....	.....	.....	.....	.....
Calaveras	75	3,000	6,737	6,398	.....	.....	.....	.....	.....	.....	.....
Colusa.....	5	150	4,000	6,000	.....	.....	.....	.....	.....	.....	.....
Contra Costa.....	18	3,150	19,213	25,308	.....	.....	.....	.....	.....	.....	3,087
Del Norte.....	2	200	786	1,124	.....	.....	.....	.....	.....	.....	24
El Dorado.....	.....	.....	3,557	1,724	.....	.....	.....	.....	.....	.....	.....
Fresno	5	85	2,122	3,434	.....	.....	.....	.....	.....	.....	.....
Humboldt.....	2½	250	3,406	6,485	.....	.....	.....	.....	.....	.....	410
Inyo	20	240	2,000	2,000	.....	.....	.....	.....	.....	.....	11
Kern	34	1,690	2,952	3,801	.....	.....	.....	.....	.....	.....	36
Klamath.....	4	90	1,450	5,050	.....	.....	.....	.....	.....	.....	.....
Lake.....	.....	.....	3,843	4,867	.....	.....	12	2,715	.....	.....	.....
Lassen	3	286	6,605	10,327	.....	.....	.....	.....	.....	.....	12
Los Angeles.....	97	34,600	2,970	7,430	2	.....	40	60,000	50	25,000	.....
Marin.....	.....	.....	2,496	2,963	.....	.....	.....	.....	.....	.....	.....
Mariposa .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Merced	20	20	.....	4,517	.....	.....	.....	16,000	.....	.....	.....

TABLE OF STATISTICS—Continued.

COUNTIES.	COTTON.		Pounds of butter...	Pounds of cheese..	Pounds of wool....	Number of hives of bees.....	Pounds of honey...
	Acres.....	Pounds					
Alameda.....	162,750	.....	182,315	197	1,650
Alpine.....	60,000	.....	800	32	400
Amador.....	113,400	.....	.....
Butte.....	16,000	.....	362,400	587	4,000
Calaveras.....	28,650	500	211,417	446	3,500
Colusa.....	5,000	.....	800,000	580	2,000
Contra Costa.....	149,991	68,816	40,050	151	4,250
Del Norte.....	45,320	49,020	2,046	156	1,320
El Dorado.....	12,176	794	6,205	.....	.....
Fresno.....	147	8,084	5,300	500	1,122,192	96	2,650
Humboldt.....	86,670	2,000	160,244	217	2,975
Inyo.....	5,000	.....	3,700	128	896
Kern.....	40	20,000	4,000	1,000	1,000,000	90	1,000
Klamath.....	2,000	.....	.....	25	500
Lake.....	10,830	26,000	75,315	236	2,960
Lassen.....	47,895	7,340	51,485	12	560
Los Angeles.....	33,000	9,300	1,436,000	2,720	163,200
Marin.....	2,312,493	43,000	6,413	.....	.....
Mariposa.....
Mendocino.....
Merced.....	120,000	27,716	43,200	27,716	156	2,500

Mono	12,310	1,500	.....	.....	.....
Monterey.....	28,720	15,110	.....	.....	.....
Napa	128,300	15,400	.....	.....	.....
Nevada	25,000	50	.....	75,130	320
Placer	7,000	2,500	.....	3,000	488
Plumas.....	224,950	.....	.....	100,500	380
Sacramento	229,420	71,675	.....	10,165	100
San Bernardino.....	20,000	2,500	.....	346,200	426
San Diego.....	5,965	1,200	.....	85,000	884
San Francisco.....	.....	.....	.....	86,700	1,854
San Joaquin	175,000	10,000	.....	274,265	1,675
San Luis Obispo	82,900	88,390	.....	811,932	657
San Mateo.....	138,253	275,617	.....	.....	213
Santa Barbara	1,400	17,000	.....	1,397,380	107
Santa Clara.....	83,825	492,376	.....	98,347	128
Santa Cruz.....	131,456	26,530	.....	650	.....
Shasta	15,250	.....	.....	125,000	531
Sierra	91,000	12,700	.....	3,874	154
Siskiyou.....	77,964	18,114	.....	.....	680
Solano	31,560	750	.....	29,765	63
Sonoma	443,680	37,200	.....	52,750	235
Stanislaus	6,650	.....	.....	637,400	285
Sutter	65,075	.....	.....	135,973	1,785
Tehama.....	.....	.....	.....	.....	.....
Trinity	15,000	700	.....	.....	69
Tulare.....	5,000	.....	.....	722,115	557
Tuolumne	80,000	.....	.....	9,000	434
Ventura .....	.....	.....	.....	.....	.....
Yolo.....	131,000	3,000	.....	50,160	473
Yuba.....	40,000	.....	.....	100,000	150
Totals.....	5,321,469	1,343,782	.....	10,757,004	18,506
					301,516

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of apple trees.....	Number of peach trees.....	Number of pear trees	Number of plum trees	Number of cherry trees	Number of nectarine trees.....	Number of quince trees	Number of apricot trees
Alameda.....	52,790	13,507	16,690	14,559	25,879	1,422	1,289	6,308
Alpine.....	100	50	.....	.....	.....	.....	.....	.....
Amador	35,670	19,480	11,320	3,270	1,740	820	935	2,473
Butte.....	34,280	31,540	6,210	4,670	1,860	1,100	638	2,370
Calaveras	27,303	12,107	3,934	2,483	547	389	778	568
Colusa.....	71,450	90,645	15,000	9,450	8,500	3,400	3,000	4,240
Contra Costa.....	36,798	16,630	8,252	4,810	3,133	416	1,635	1,076
Del Norte.....	7,051	200	316	345	262	10	17	12
El Dorado.....	81,581	25,591	22,913	8,375	1,511	892	424	196
Fresno	2,332	4,564	472	320	103	51	34	184
Humboldt	62,470	2,000	1,700	2,460	1,506	.....	120	100
Inyo	500	1,500	200	100	75	50	40	42
Kern.....	2,997	3,833	580	606	249	335	252	237
Klamath.....	4,000	2,000	200	450	170	70	40	35
Lake	9,784	4,223	1,748	1,350	223	122	36	150
Lassen	7,831	3,069	579	456	115	31	98	204
Los Angeles.....	7,400	13,000	5,000	250	150	430	1,100	2,000
Marin	29,392	316	971	763	314	17	168	17
Mariposa
Mendocino
Merced.....	10,732	6,738	1,754	865	316	82	155	640

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TABLE OF STATISTICS—Continued.

COUNTIES.	Number of fig trees..	Number of lemon trees	Number of orange trees	Number of olive trees	Number of prune trees	Number of mulberry trees	Number of almond trees.....	Number of walnut trees
Alameda.....	613	25	67	540	2,728	125	55,385	1,382
Alpine	1,079	41	154	16	172	8,386	1,075	483
Amador	2,650	480	800	150	275	2,500	2,400	1,420
Butte	1,630	4	77	4	71	502	220	156
Calaveras	5,620	50	250	.....	15	300	3,000	450
Colusa.....	841	22	75	83	169	6,311	670	2,966
Contra Costa .....	.....	.....	.....	.....	.....	.....	.....	10
Del Norte.....	579	.....	.....	.....	.....	.....	133	.....
El Dorado	431	18	129	.....	21	54	149	219
Fresno.....	20	.....	.....	.....	.....	20	20	52
Humboldt.....	12	.....	.....	.....	.....	40	.....	50
Inyo.....	404	172	193	168	153	367	337	486
Kern .....	.....	.....	.....	.....	.....	.....	6	.....
Klamath	64	.....	.....	.....	.....	5,007	257	122
Lake .....	.....	.....	.....	.....	.....	.....	5	117
Lassen.....	2,100	4,900	34,700	2,000	120	120,000	780	5,300
Los Angeles.....	78	.....	.....	.....	.....	11	29	218
Marin .....	.....	.....	.....	.....	.....	.....	.....	.....
Mariposa.....	.....	.....	.....	.....	.....	.....	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	.....	.....
Merced	980	15	40	25	82	680	236	189

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of grape vines.....	Gallons of wine.....	Gallons of brandy...	DISTILLERIES.		BREWERIES.	
				Number.....	Gallons.....	Number.....	Gallons
Alameda	321,300	50,225	10,000	.....	.....	9	211,670
Alpine .....	.....	.....	.....	.....	.....	1	1,500
Anador	1,680,000	35,700	1,250	.....	.....	4	60,000
Butte	620,000	24,300	3,400	2	16,000	3	20,000
Calaveras	558,054	80,191	1,717	18	1,080	6	28,735
Colusa	250,000	.....	.....	.....	.....	1	20,000
Contra Costa.....	478,267	89,190	.....	1	.....	1	.....
Del Norte.....	200	.....	.....	.....	.....	1	7,500
El Dorado.....	1,444,950	103,060	3,320	6	.....	4	.....
Fresno.....	20,832	.....	.....	.....	.....	.....	.....
Humboldt.....	3,335	.....	.....	.....	.....	2	.....
Inyo	10,000	.....	.....	.....	.....	2	12,000
Kern.....	25,547	.....	440	.....	.....	3	8,000
Klamath	2,040	1,000	.....	.....	.....	.....	.....
Lake	46,735	.....	.....	.....	.....	.....	.....
Lassen	2,986	.....	.....	.....	.....	.....	.....
Los Angeles	4,220,000	1,504,000	60,100	43	68,700	2	35,000
Marin	9,354	1,623	.....	.....	.....	.....	.....
Mariposa.....	.....	.....	.....	.....	.....	.....	.....
Mendocino.....	.....	.....	.....	.....	.....	.....	.....
Merced	183,076	7,670	73	1	.....	.....	.....

Mono	102,000	9,000	400	1	400	1	1,300
Monterey	2,962,315	423,125	5,718	7	.....	4	.....
Napa	340,504	19,464	3,066	12	.....	2	.....
Nevada	785,975	49,581	4,550	12	.....	15	126,147
Placer	250	.....	.....	.....	.....	7	96,000
Plumas	2,288,120	240,702	24,180	17	.....	3	4,550
Sacramento	425,000	100,000	4,000	5	.....	8	273,000
San Bernardino	86,244	2,000	.....	.....	.....	1	6,000
San Diego .....	.....	.....	.....	.....	.....	2	15,000
San Francisco	1,000,000	70,000	.....	3	750,000	38	6,600,000
San Joaquin	55,000	400	.....	.....	.....	3	46,000
San Luis Obispo	40,094	.....	.....	.....	.....	1	12,958
San Mateo	115,733	11,650	.....	2	.....	2	33,000
Santa Barbara	1,182,093	117,963	97,072	5	29,176	1	5,000
Santa Clara	251,275	68,500	900	2	900	5	2,500,000
Santa Cruz	495,354	31,450	800	2	800	4	34,120
Shasta	15,600	1,560	.....	.....	.....	1	12,000
Sierra	83,705	458	.....	.....	.....	7	3,400
Siskiyou	1,063,714	138,742	5,040	9	1,200	5	35,330
Solano	3,450,938	655,632	21,831	1	.....	4	113,850
Sonoma	225,000	50,500	1,560	1	3,000	4	45,800
Stanislaus	698,190	58,000	7,085	2	7,085	1	7,560
Sutter .....	.....	.....	.....	.....	.....	1	1,780
Tehama	18,640	560	.....	.....	.....	.....	.....
Trinity	276,480	1,200	.....	1	300	2	10,000
Tulare	1,700,000	90,000	.....	3	.....	3	11,550
Tuolumne .....	.....	.....	2,263	10	.....	4	42,720
Ventura	493,264	18,180	1,970	3	.....	.....	.....
Yolo	480,000	46,675	13,080	4	.....	3	39,373
Yuba .....	.....	.....	.....	.....	.....	1	.....
Totals	28,482,514	4,106,301	274,355	171	909,887	172	10,480,843

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of horses...	Number of mules...	Number of asses....	Number of cows.....	Number of calves...	Number of beef cattle.....	Number of oxen....	Total number of neat cattle.....
Alameda	7,965	672	8	6,001	5,735	1,837	241	13,814
Alpine	112	14	.....	234	212	182	68	696
Amador	3,152	209	7	2,872	1,540	3,652	116	8,180
Butte	5,174	825	41	3,072	1,973	11,288	284	16,617
Calaveras	3,169	218	22	4,150	2,786	3,435	142	10,513
Colusa	7,310	1,296	24	2,142	1,225	6,705	25	10,097
Contra Costa	5,315	576	12	7,869	4,279	5,900	2	18,050
Del Norte	666	112	.....	962	730	713	70	2,475
El Dorado	1,448	107	12	3,817	1,060	3,861	167	8,905
Fresno	4,997	413	38	22,444	4,292	2,310	83	29,099
Humboldt	6,638	869	27	12,250	10,470	5,719	150	28,589
Inyo	3,349	614	56	1,054	1,597	424	196	13,520
Kern	4,916	1,339	118	1,263	165	2,983	266	39,789
Klamath	500	400	1	900	600	1,800	100	3,400
Lake	1,224	259	5	1,895	1,554	886	48	4,383
Lassen	4,198	176	.....	13,589	6,553	6,876	174	27,193
Los Angeles	12,000	2,000	170	4,130	3,000	8,900	280	16,310
Mariposa	2,261	101	.....	19,731	6,665	374	262	34,251
Mendocino .....	.....	.....	.....	.....	.....	.....	.....	.....
Merced	4,787	843	4	1,206	1,611	6,506	539	9,862

Mono	1,307	95	6	6,348	3,785	277	83	10,493
Monterey	8,133	404	15	49,221	11,467	2,351	11	63,050
Napa	5,278	565	17	3,053	6,000	2,339	32	11,424
Nevada	2,633	111	3	2,761	1,566	2,935	292	7,554
Placer	2,622	283	14	2,720	1,343	2,113	411	6,207
Plumas	1,856	143	13	5,076	4,814	963	224	11,077
Sacramento	9,139	294	9	7,803	7,249	2,533	199	17,784
San Bernardino	3,913	233	15	1,731	705	175	79	8,633
San Diego	5,570	556	31	2,380	2,673	8,100	162	13,215
San Francisco								
San Joaquin	9,201	914	18	5,037	5,131	8,538	26	18,732
San Luis Obispo	5,000	360	40	7,205	16,036	1,986	28	60,978
San Mateo	3,666	304		6,950	4,020	3,619	202	14,791
Santa Barbara	4,396	284	13	8,626	3,433	15,145	48	27,252
Santa Clara	10,186	547	25	11,167	4,807	11,228	39	40,471
Santa Cruz	3,565	164	3	4,108	1,783	235	610	6,736
Shasta	2,747	226	18	4,849	3,400	2,175	155	10,579
Sierra	894	119		1,280	1,094	1,116	152	3,642
Siskiyou	7,020	824	45	22,011	12,704	19,056	200	53,971
Solano	6,760	764	8	4,612	3,340	4,670		12,622
Sonoma	10,979	818	17	18,018	17,542	1,172	307	37,039
Stanislaus	7,607	1,196	17	4,430	3,190			7,620
Sutter	5,603	508	2	3,075	5,489	2,570	55	11,189
Tehama								
Trinity	868	350	4	547	413	2,388	78	3,426
Tulare	7,709	454	64	16,189	8,621	7,812	187	32,809
Tuolumne	2,750	187	29	2,501	319	4,058	102	6,980
Ventura								
Yolo	6,534	896	4	6,434	1,483	33		8,215
Yuba	3,446	349	8	4,879	1,906	3,786	110	10,681
Totals	214,463	23,071	882	322,562	190,390	174,624	7,005	814,212

TABLE OF STATISTICS—Continued.

COUNTIES.	Number of sheep...	Number of Cash- mere and Angora goats.....	Number of hogs.....	Number of chickens	Number of turkeys.	Number of geese....	Number of ducks...	Number of hives of bees
Alameda	27,883	5	4,445	.....	.....	.....	.....	.....
Alpine	330	.....	78	.....	.....	.....	.....	.....
Amador	18,826	.....	3,737	.....	.....	.....	.....	.....
Butte	65,891	205	13,225	.....	.....	.....	.....	.....
Calaveras.....	35,316	3,134	4,053	.....	.....	.....	.....	.....
Colusa	174,107	2	17,637	.....	.....	.....	.....	.....
Contra Costa	13,270	31	4,352	.....	.....	.....	.....	.....
Del Norte	400	.....	758	.....	.....	.....	.....	.....
El Dorado	13,417	280	22,074	.....	.....	.....	.....	.....
Fresno	281,808	2,436	8,474	.....	.....	.....	.....	.....
Humboldt	38,777	14	7,204	.....	.....	.....	.....	.....
Inyo	5,446	.....	1,220	.....	.....	.....	.....	.....
Kern	127,020	.....	2,666	.....	.....	.....	.....	.....
Klamath .....	.....	.....	900	.....	.....	.....	.....	.....
Lake	16,622	.....	4,192	.....	.....	.....	.....	.....
Lassen	20,093	.....	981	.....	.....	.....	.....	.....
Los Angeles.....	478,700	110	5,800	.....	.....	.....	.....	.....
Marin	2,039	.....	784	.....	.....	.....	.....	.....
Mariposa .....	.....	.....	.....	.....	.....	.....	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	.....	.....
Merced	266,599	.....	3,916	.....	.....	.....	.....	.....

Mono	1,992	.....	280	.....	.....	.....	.....
Monterey	256,022	95	10,512	.....	.....	.....	.....
Napa	23,035	.....	3,408	.....	.....	.....	.....
Nevada.....	2,182	1,373	2,217	.....	.....	.....	.....
Placer.....	40,451	66	3,615	.....	.....	.....	.....
Plumas	4,000	487	715	.....	.....	.....	.....
Sacramento	150,572	764	4,722	.....	.....	.....	.....
San Bernardino	49,297	322	1,480	.....	.....	.....	.....
San Diego	52,915	892	1,270	.....	.....	.....	.....
San Francisco.....	.....	.....	.....	.....	.....	.....	.....
San Joaquin	57,938	13	1,300	.....	.....	.....	.....
San Luis Obispo.....	202,983	1,275	4,445	.....	.....	.....	.....
San Mateo	843	.....	3,163	.....	.....	.....	.....
Santa Barbara	231,773	60	1,725	.....	.....	.....	.....
Santa Clara	41,282	1,239	7,013	.....	.....	.....	.....
Santa Cruz.....	553	.....	2,435	.....	.....	.....	.....
Shasta	38,734	2	7,152	.....	.....	.....	.....
Sierra.....	1,892	5	1,110	.....	.....	.....	.....
Siskiyou	25,712	.....	1,619	.....	.....	.....	.....
Solano	36,727	.....	6,299	.....	.....	.....	.....
Sonoma	93,594	936	14,279	.....	.....	.....	.....
Stanislaus	134,505	.....	.....	.....	.....	.....	.....
Sutter	29,234	.....	3,194	.....	.....	.....	.....
Tehama .....	.....	.....	.....	.....	.....	.....	.....
Trinity	13,330	.....	590	.....	.....	.....	.....
Tulare	178,078	1,700	7,518	.....	.....	.....	.....
Tuolumne	15,113	2,859	1,930	.....	.....	.....	.....
Ventura.....	.....	.....	.....	.....	.....	.....	.....
Yolo	33,440	.....	12,394	.....	.....	.....	.....
Yuba	34,334	2	4,700	.....	.....	.....	.....
Totals	3,337,155	18,307	215,531	.....	.....	.....	.....

TABLE OF STATISTICS—Continued.

COUNTIES.	GRIST MILLS.				Barrels of flour made.	Bushels of corn ground.....	SAW MILLS.		Feet of lumber sawed.....	Number of shingles made
	Steam power.	Run of stone.	Water power.	Run of stone.			Steam power.	Water power.		
Alameda	3	9	1	2	26,660	1,900	2	2	1,300,000	500,000
Alpine.....									3,000,000	473,000
Amador	1	3	1	2	4,280	19,028	3		16,000,000	1,500,000
Butte.....	1	4	3	7	83,000	10,000	17	2	2,962,000	3,862,500
Calaveras							4	2	2,000,000	20,000
Colusa.....	3	6			15,000	1,000	2			
Contra Costa.....	4	11								
Del Norte.....	1	1	1	2	500	50	2	5	9,000,000	100,000
El Dorado			1	2			8	4	1,282,900	
Fresno			1	2	75		2		250,000	
Humboldt	1	1	2	2	4,200	700	8	2	43,000,000	10,500,000
Inyo			2	6	5,000	11,961		3	1,210,000	200,000
Kern			3	6	8,000	2,000	2	3	4,000,000	40,000
Klamath							2	9	3,500,000	40,000
Lake	2	3	1	2	6,000	1,200	6	2	1,856,000	95,000
Lassen			2	3	2,970	100	1	2	2,750,000	98,000
Los Angeles			5	10	3,800	46,000	2		20,000	
Marin										
Mariposa										
Mendocino										
Merced			2	5						

MONO	1	2	500	200	2	3	400,000	50,000
Monterey	4	7						
Napa	2	3	11,875	9,780	1		17,000	
Nevada	1		13,000	1,500	18	7	45,000,000	14,438,000
Placer	1		21,000	1,800	16	5	20,500,000	1,900,000
Plumas	1		70		4	5	4,000,000	
Sacramento	4	19	186,700	33,670	3			
San Bernardino			8,500	8,000	5		2,800,000	250,000
San Diego	1	3	1,600	800	1	1	375,000	50,000
San Francisco	12		479,000					
San Joaquin	4	17	77,000	6,000				
San Luis Obispo	1	1	5,000	2,500	1		500,000	
San Mateo	2	5	3,000		14	1	740,084	37,883,000
Santa Barbara	1	2	1,000	3,000				
Santa Clara	7	22	63,345	2,932	3	2	18,009,865	
Santa Cruz	3	7	22,130	4,105	13	5	8,700,000	6,500,000
Shasta			7,500	1,425	1	14	6,500,000	
Sierra			254		11	8	6,300,000	34,000
Siskiyou	2	4	19,479	3,500	4	13	3,500,000	1,000,000
Solano	3	10						
Sonoma	8	15	21,200	8,400	8		6,300,000	
Stanislaus	1	3	15,000	5,000				
Sutter	1		10,000	600				
Tehama								
Trinity								
Tulare	1	3	12,863	1,100	3	9	1,200,000	
Tuolumne			13,000	21,000	5	1	3,700,000	325,000
Ventura						2	5,000,000	180,000
Yolo	3	9	52,700	963	2			
Yuba	3	12	100,000	20,000	7	4	3,000,000	
Totals	72	193	1,305,201	230,214	184	116	228,672,849	80,038,500

TABLE OF STATISTICS—Continued.

COUNTIES.	QUARTZ MILLS.		MINING DITCHES.		IRRIGATING DITCHES.		WOOLEN MILLS.		COTTON MILLS.		COAL.	RAILROADS.		
	Number	Tons crushed.	Number	Miles in length.....	Am't of water used per day — inches	Number	Acres irrigated	Number	Pounds of wool used...	Number	Pounds of cotton used.	Tons mined...	Number	Miles in length
Alameda	5					2	2,000						3	95
Alpine.....	15	81,030	9	148	12,000							5,360		
Amador	8	10,000	11	285	5,000	7	3,300						2	58
Butte.....	34	28,960	22	490	3,670								1	⁵⁰ / ₁₀₀
Calaveras														
Colusa														
Contra Costa.....												140,000	2	⁵⁰ / ₁₀₀
Del Norte			30	114	2,200	4	130						2	⁵⁰ / ₁₀₀
El Dorado.....	40		54	850	6,720	20	1,320						2	4
Fresno			3	5		7	170							18 ⁷⁵ / ₁₀₀
Humboldt													1	61
Inyo	3	5,000	4	50	10,000	5	6,000						1	2
Kern	15													
Klamath.....	3	10,000	70	90	15,000	6	400						2	2
Lake						1	5							
Lassen	1	200	5	12	700	3	1,300							
Los Angeles	1	5,000	4	21	2,860	52	22,900	1					1	20 ⁵⁰ / ₁₀₀
Marin.....													1	3 ⁵⁰ / ₁₀₀
Mariposa														
Mendocino														
Merced													1	36 ⁷⁵ / ₁₀₀

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TABLE OF STATISTICS—Continued.

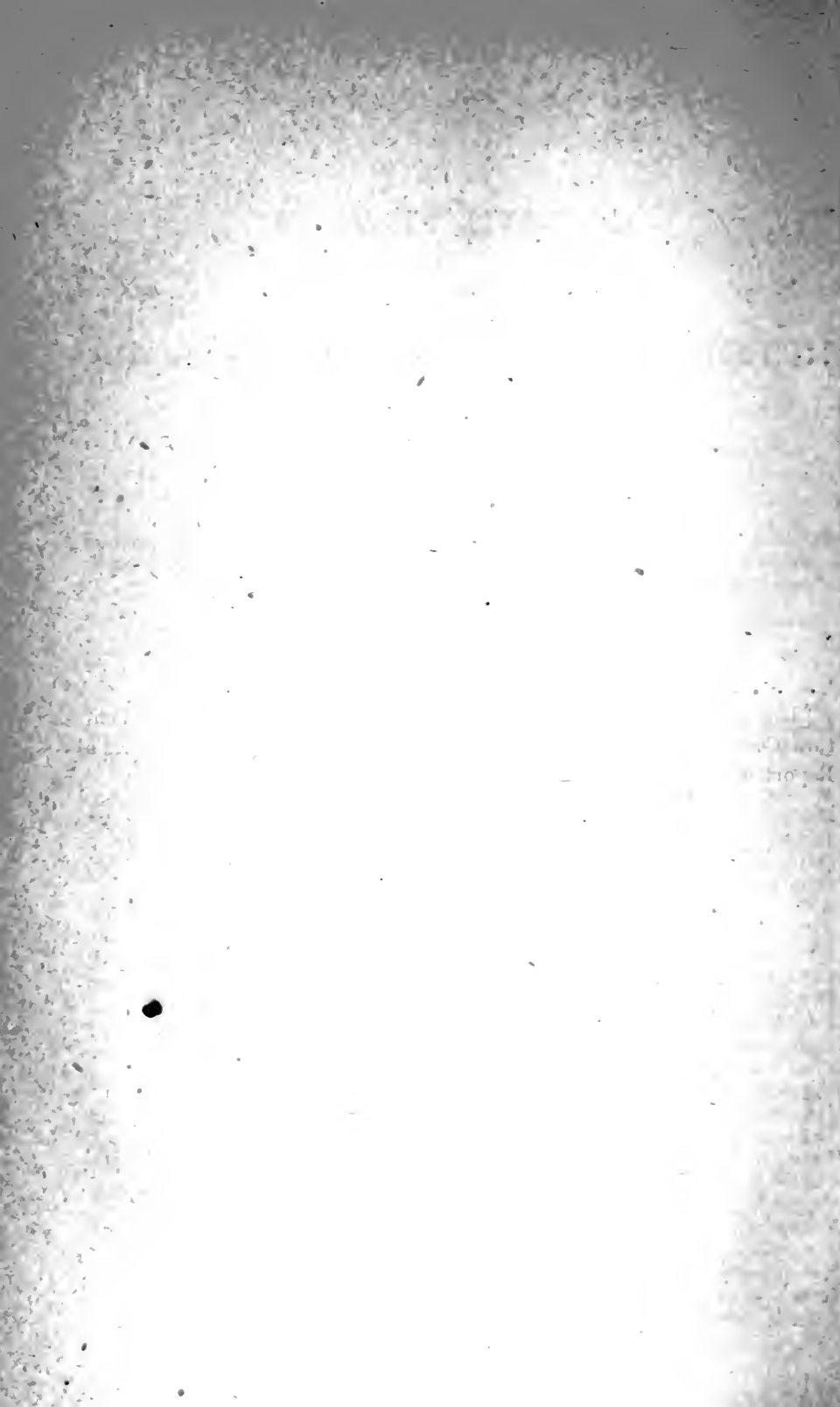
COUNTIES.	ASSESSED VALUE OF PROPERTY—1873.				Estimated total population	Registered voters...	Poll tax collected in 1872.....
	Real estate...	Improvem'ts	Personal property...	Total valuation.....			
Alameda	24,997,305	5,616,365	4,314,635	34,928,365	39,500	6,304	13,592
Alpine	258,085	12,900	326,410	597,395	1,050	350	361
Amador	1,239,940	711,080	739,220	2,690,240	10,500	3,176	3,600
Butte	4,587,738	1,554,762	1,650,997	7,793,497	15,000	3,962	4,308
Calaveras	370,813	472,354	715,639	1,558,806	9,500	2,728	1,406
Colusa	5,759,731	489,710	1,890,269	8,139,710	13,000	2,500	1,600
Contra Costa	4,854,190	821,818	1,328,453	7,004,461	10,300	2,670	4,733
Del Norte	207,790	198,205	233,850	639,845	2,300	492	1,240
El Dorado	479,471	777,315	864,245	2,121,031	9,220	2,800	2,844
Fresno	3,915,733	516,326	2,116,534	6,548,593	7,300	950	1,455
Humboldt	1,619,702	748,495	1,304,529	3,672,726	11,600	2,484	3,028
Inyo	291,279	255,617	851,392	1,398,288	2,500	782	700
Kern	1,391,718	228,321	1,328,637	2,958,676	5,000	866	854
Klamath	272,219	107,712	183,864	563,795	1,800	415	809
Lake	876,325	342,475	452,420	1,671,223	3,200	1,140	1,400
Lassen	218,810	158,121	826,205	1,203,136	1,700	913	384
Los Angeles	5,367,505	1,820,020	2,658,068	9,854,593	19,200	5,434	4,450
Marin	5,914,211	1,217,255	1,306,707	8,438,173	9,000	1,698	3,108
Mariposa .....	.....	.....	.....	.....	.....	.....	.....
Mendocino .....	.....	.....	.....	.....	.....	.....	.....
Merced	4,143,855	437,505	1,557,843	6,139,203	3,500	1,520	716

	70,330	98,845	285,084	454,259	600	261	269
Mono.....	7,355,739	904,859	3,130,166	11,390,764	10,500	4,000	1,480
Monterey.....	4,469,175	1,848,570	1,276,240	7,593,985	13,455	2,990	3,988
Napa.....	4,275,922	1,547,742	1,516,000	7,339,664	19,500	6,598	7,760
Nevada.....	3,339,953	400,555	1,732,407	5,472,915	.....	3,597	3,667
Placer.....	894,508	443,796	536,364	1,874,668	4,500	1,300	1,350
Plumas.....	8,867,561	6,678,885	5,365,786	20,912,232	36,000	7,000	11,208
Sacramento.....	754,102	255,797	389,478	1,399,377	7,250	1,650	664
San Bernardino.....	2,040,222	252,245	607,306	2,899,773	9,600	2,255	728
San Diego.....	131,417,024	38,087,105	46,205,649	215,709,778	175,000	42,642	47,000
San Francisco.....	10,768,562	3,980,684	3,482,321	18,231,567	25,000	5,000	7,162
San Joaquin.....	2,404,863	316,133	1,326,062	4,047,058	6,500	2,100	1,400
San Luis Obispo.....	7,515,665	1,247,340	951,930	9,714,935	7,500	1,750	2,910
San Mateo.....	3,057,012	572,240	1,461,360	5,030,612	10,000	1,350	1,500
Santa Barbara.....	18,484,023	5,532,327	7,306,076	31,322,426	28,500	7,928	17,003
Santa Clara.....	3,839,458	1,217,656	1,094,094	6,151,208	9,000	2,843	4,698
Santa Cruz.....	500,320	375,389	895,868	1,771,577	6,200	1,680	3,033
Shasta.....	883,370	650,998	471,074	2,005,442	5,200	2,100	2,300
Sierra.....	1,080,728	560,235	2,053,430	3,694,393	8,000	2,751	1,845
Siskiyou.....	6,302,902	1,768,929	1,863,784	9,935,615	.....	5,620	9,300
Solano.....	9,408,462	3,142,855	2,949,178	15,500,495	26,500	.....	7,200
Souoma.....	4,124,098	813,882	1,407,217	6,345,197	7,000	2,174	1,114
Stanislaus.....	2,751,077	491,636	962,719	4,205,432	6,825	1,415	2,150
Sutter.....	.....	.....	.....	.....	.....	.....	.....
Tehama.....	373,994	235,292	90,328	699,614	3,300	904	1,517
Trinity.....	1,277,535	670,022	1,514,338	3,461,895	8,000	1,500	2,296
Tulare.....	166,635	174,185	556,845	907,665	7,500	2,800	2,000
Tuolumne.....	.....	.....	.....	.....	.....	.....	.....
Ventura.....	5,226,099	998,353	1,900,923	8,125,375	11,000	5,245	1,666
Yolo.....	1,692,415	1,626,220	1,570,435	4,889,070	11,000	3,591	6,800
Yuba.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	310,108,175	91,398,134	117,562,439	519,068,747	638,600	164,218	204,596



ADDITIONAL STATISTICS.

[The statistical reports from Mariposa, Mendocino, Tehama, and Ventura Counties were not received until after the Surveyor General's Report was forwarded to the Governor.]



ADDITIONAL STATISTICS

FROM

REPORTS OF COUNTY ASSESSORS.

STATISTICS,

January first, eighteen hundred and seventy-two, to January first, eighteen hundred and seventy-three, compiled from the books of the Assessor of Mariposa County.

AGRICULTURAL PRODUCTS.	Number.
Land inclosed in eighteen hundred and seventy-two, acres.....	2,350
Land cultivated in eighteen hundred and seventy-two, acres...	6,500
Wheat, acres.....	730
Wheat, bushels.....	5,000
Barley, acres.....	2,000
Barley, bushels	6,000
Oats, acres.....	3,300
Oats, bushels.....	.....
Rye, acres	30
Rye, bushels .....	.....
Corn, acres.....	40
Corn, bushels	500
Buckwheat, acres.....	.....
Buckwheat, bushels.....	.....
Peas, acres.....	.....
Peas, bushels.....	.....
Peanuts, acres.....	.....
Peanuts, pounds .....	.....
Beans, acres.....	5
Beans, bushels.....	100
Castor beans, acres .....	.....
Castor beans, pounds.....	.....
Potatoes, acres	70
Potatoes, tons	200
Sweet potatoes, acres.....	.....
Sweet potatoes, tons .....	.....
Onions, acres.....	10

AGRICULTURAL PRODUCTS—Continued.

AGRICULTURAL PRODUCTS.	Number.
Onions, bushels.....	700
Hay, acres.....	5,000
Hay, tons.....	4,000
Flax, acres.....	
Flax, pounds.....	
Hops, acres.....	
Hops, pounds.....	
Tobacco, acres.....	
Tobacco, pounds.....	
Cotton, acres.....	
Cotton, pounds.....	
Sugar beets, acres.....	
Sugar beets, tons.....	
Butter, pounds.....	7,000
Cheese, pounds.....	500
Wool, pounds.....	98,000
Honey, pounds.....	

FRUIT TREES AND VINES.	Number.
Apple trees.....	5,000
Peach trees.....	7,000
Pear trees.....	900
Plum trees.....	500
Cherry trees.....	200
Nectarine trees.....	90
Quince trees.....	75
Apricot trees.....	350
Fig trees.....	300
Lemon trees.....	
Orange trees.....	
Olive trees.....	
Prune trees.....	
Mulberry trees.....	175
Almond trees.....	25
Walnut trees.....	40
Grapevines.....	250,000
Wine, gallons.....	16,000
Brandy, gallons.....	1,000
Distilleries.....	1
Gallons.....	500
Breweries.....	2
Gallons.....	8,000

LIVE STOCK.	Number.
Horses	1,662
Mules	230
Asses.....	53
Total	1,945
Cows (two years old and over).....	2,391
Calves (under two years old)	1,886
Beef cattle (steers two years old and over)	458
Oxen	92
Total number of cattle.....	4,827
Sheep	44,663
Cashmere and Angora goats	49
Hogs (one year old and over).....	2,489
Hives of bees	4

IMPROVEMENTS.	Number.
Grist mills	
Steam power.....	
Run of stone.....	
Water power	
Run of stone	
Barrels of flour made	
Bushels of corn ground.....	
Sawmills	4
Steam power.....	4
Water power.....	
Lumber sawed, feet.....	1,500,000
Shingles made.....	150,000
Quartz mills.....	33
Tons of quartz crushed.....	7,000
Mining ditches	5
Miles in length	25
Average amount of water used daily, inches.....	
Irrigating ditches	
Acres irrigated (except small garden spots)	
Woolen mills.....	
Pounds of wool used.....	
Cotton mills.....	
Pounds of cotton used	
Tons of coal mined	

MISCELLANEOUS.	Number.	Value.
Acres of wheat sown in 1873.....	500	.....
Acres of barley sown in 1873.....	1,600	.....
Acres of potatoes planted in 1873.....	50	.....
Acres of oats sown in 1873.....	250	.....
Assessed value of real estate in 1873.....		\$445,780 00
Assessed value of improvements on same.....		375,823 00
Assessed value of personal property in 1873.....		550,367 00
Estimated total population in 1873.....	4,000	.....
Registered voters in 1873.....	1,421	.....
Poll tax collected in 1872.....	961	.....

I hereby certify that the above statement is true and correct.

WM. F. COFFMAN,
Assessor Mariposa County.

STATISTICS,

January first, eighteen hundred and seventy-two, to January first, eighteen hundred and seventy-three, compiled from the books of the Assessor of Mendocino County.

AGRICULTURAL PRODUCTS.	Number.
Land inclosed in 1872, acres.....	76,454
Land cultivated in 1872, acres.....	18,747
Wheat, acres.....	4,285
Wheat, bushels.....	80,675
Barley, acres.....	2,950
Barley, bushels.....	86,610
Oats, acres.....	1,231
Oats, bushels.....	31,390
Rye, acres.....	.....
Rye, bushels.....	.....
Corn, acres.....	475
Corn, bushels.....	8,050
Buckwheat, acres.....	.....
Buckwheat, bushels.....	.....
Peas, acres.....	.....
Peas, bushels.....	.....
Peanuts, acres.....	.....
Peanuts, pounds.....	.....
Beans, acres.....	.....
Beans, bushels.....	.....
Castor beans, acres.....	.....
Castor beans, pounds.....	.....
Potatoes, acres.....	650
Potatoes, tons.....	1,785

AGRICULTURAL PRODUCTS—Continued.

AGRICULTURAL PRODUCTS.	Number.
Sweet potatoes, acres.....	
Sweet potatoes, tons.....	
Onions, acres	
Onions, bushels	
Hay, acres.....	7,340
Hay, tons.....	10,303
Flax, acres.....	
Flax, pounds	
Hops, acres.....	100
Hops, pounds	80,000
Tobacco, acres.....	
Tobacco, pounds.....	
Cotton, acres	
Cotton, pounds	
Butter, pounds	70,000
Cheese, pounds	3,000
Wool, pounds	600,000
Honey, pounds	

FRUIT TREES AND VINES.	Number.
Apple trees.....	12,748
Peach trees.....	4,778
Pear trees.....	840
Plum trees.....	1,696
Cherry trees	450
Nectarine trees	350
Quince trees.....	78
Apricot trees	175
Fig trees.....	50
Lemon trees	
Prune trees	
Mulberry trees	
Almond trees.....	29
Walnut trees	75
Grapevines	28,668
Wine, gallons.....	
Brandy, gallons	
Distilleries (not in operation).....	2
Gallons	
Breweries.....	5
Gallons	14,400

LIVE STOCK.	Number.
Horses	7,052
Mules	743
Asses	19
Stock cattle.....	6,600
Cows (two years old and over).....	4,300
Calves (under two years old).....	9,448
Beef cattle (steers two years old and over).....	4,490
Oxen	357
Total number of cattle.....	25,195
Sheep	166,686
Cashmere and Angora goats.....	318
Hogs (one year old and over).....	7,432
Hives of bees.....	394

IMPROVEMENTS.	Number.
Grist mills..	7
Steam power.....	4
Run of stone.....	5
Water power	3
Run of stone.....	3
Barrels of flour made (not reported).....	
Bushels of corn ground (not reported).....	
Sawmills.....	18
Steam power.....	14
Water power.....	4
Lumber sawed, feet (estimated).....	50,000,000
Shingles made.....	2,000,000
Quartz mills.....	
Tons of quartz crushed.....	
Mining ditches.....	
Miles in length.....	
Average amount of water used daily, inches.....	
Railroad ties.....	500,000
Irrigating ditches.....	
Acres irrigated	
Woolen mills	
Pounds of wool used.....	
Cotton mills.....	
Pounds of cotton used.....	
Tons of coal mined.....	

MISCELLANEOUS.	Number.	Value.
Acres of wheat sown in 1873.....	5,370	
Acres of barley sown in 1873.....	3,400	
Acres of potatoes planted in 1873.....	800	
Acres of oats sown in 1873.....	4,050	
Assessed value of real estate in 1873.....		\$2,074,149 00
Assessed value of improvements on, in 1873.....		896,724 00
Assessed value of personal property in 1873...		1,977,250 00
Estimated total population in 1873.	9,000	
Registered voters in 1873.....	2,906	
Poll tax collected in 1872.....	2,622	
Money assessed.....		65,310 00

I hereby certify that the above statement is true and correct.

J. H. DONOHUE,
Assessor Mendocino County.

STATISTICS.

January first, eighteen hundred and seventy-three, to January first, eighteen hundred and seventy-four, compiled from the books of the Assessor of Tehama County.

RED BLUFF, September 29th, 1873.

Hon. ROBERT GARDNER,
Surveyor General:

DEAR SIR: Have been exceedingly unwell. Received, for the first time, your letter dated the eighth of September; it has been lying here. Please excuse delay.

J. L. JACKMAN,
Assessor of Tehama County.

AGRICULTURAL PRODUCTS.	Number.
Land inclosed in 1873, acres.....	125,000
Land cultivated in 1873, acres.....	45,000
Wheat, acres	23,000
Wheat, bushels.....	506,000
Barley, acres.....	1,600
Barley, bushels.	348,000
Oats, acres.....	200

AGRICULTURAL PRODUCTS—Continued.

AGRICULTURAL PRODUCTS.	Number.
Oats, bushels	8,000
Rye, acres.....	.....
Rye, bushels.....	.....
Corn, acres	100
Corn, bushels	2,000
Buckwheat, acres.....	.....
Buckwheat, bushels.....	.....
Peas, acres.....	5
Peas, bushels.....	100
Peanuts, acres.....	40
Peanuts, pounds	16,000
Beans, acres.....	20
Beans, bushels	800
Castor beans, acres.....	.....
Castor beans, pounds.....	.....
Potatoes, acres.....	40
Potatoes, tons.....	4
Sweet potatoes, acres.....	30
Sweet potatoes, tons.....	3
Onions, acres.....	11
Onions, bushels.....	4,000
Hay, acres	4,000
Hay, tons	7,000
Flax, acres .....	.....
Flax, pounds .....	.....
Hops, acres.....	.....
Hops, pounds.....	.....
Tobacco, acres.....	.....
Tobacco, pounds.....	.....
Cotton, pounds.....	.....
Cotton, acres.....	.....
Beets, tons	3
Turnips, tons.....	7
Pumpkins and squashes, tons.....	20
Silk cocoons, pounds .....	.....
Broomcorn, acres.....	25
Butter, pounds.....	10,000
Cheese, pounds	1,600
Wool, pounds	1,467,900
Honey, pounds	1,200

FRUIT TREES AND VINES.	Number.
Apple trees.....	10,000
Peach trees.....	29,350
Pear trees.....	23,000
Plum trees.....	1,900
Cherry trees.....	250
Nectarine trees	1,100
Quince trees.....	175
Apricot trees.....	1,580
Fig trees.....	800
Lemon trees.....	4
Orange trees	3
Olive trees.....	.....
Prune trees.....	38
Mulberry trees.....	60
Almond trees.....	44
Walnut trees	88
Grapevines	500,000
Wine, gallons... ..	74,000
Brandy, gallons.....	800
Distilleries	1
Gallons	800
Breweries	1
Gallons	5,000

LIVE STOCK.	Number.
Horses.....	4,044
Mules	400
Asses	4
Cows (two years old and over).....	3,000
Calves (under two years old).....	1,500
Beef cattle (steers two years old and over).....	.....
Oxen	60
Total number of cattle.....	11,460
Sheep	293,580
Cashmere and Angora goats.....	200
Hogs (one year old and over).....	3,531
Hives of bees	120

IMPROVEMENTS.	Number.
Grist mills.....	3
Steam power.....	
Run of stone.....	
Water power.....	3
Run of stone.....	12
Barrels of flour made.....	75,000
Bushels of corn ground.....	1,700
Sawmills	6
Steam power	4
Water power.....	2
Lumber sawed, feet	6,000,000
Shingles made.....	1,500,000
Quartz mills.....	
Tons of quartz crushed.....	
Mining ditches.....	
Miles in length	
Average amount of water used daily, inches.....	
Irrigating ditches	12
Acres irrigated.....	900
Woolen mills.....	
Pounds of wool used.....	
Cotton mills.....	
Pounds of cotton used.....	
Tons of coal mined.....	
Railroads	1
Miles in length, 40½; value.....	\$257,940

MISCELLANEOUS.	Number.	Value.
Land under cultivation in 1873, acres.....	45,000	
Acres of wheat sown in 1873.....	23,000	
Acres of barley sown in 1873.....	16,000	
Acres of potatoes planted in 1873.....	40	
Acres of oats sown in 1873.....	200	
Assessed value of real estate in 1873.....		\$148,007
Assessed value of improvements on same.....		1,277,922
Assessed value of personal property in 1873..		1,106,021
Estimated total population in 1873.....	6,000	
Registered voters in 1873.....	1,635	
Poll tax collected in 1872.....	800	

I hereby certify that the above statement is true and correct.

J. L. JACKMAN,
Assessor Tehama County.

STATISTICS.

January first, eighteen hundred and seventy-two, to January first, eighteen hundred and seventy-three, compiled from the books of the Assessor of Ventura County.

SAN BUENAVENTURA, September 24th, 1873.

HON. ROBERT GARDNER,
Surveyor General:

DEAR SIR: Having labored under the impression that it was the duty of our Board of Supervisors to make an order for taking statistics, and as they did not do so, I began the assessment, and, in fact, completed it, without complying with section four thousand and eighty-one, and then had to make a statistical tour throughout the county, which has been the cause of my great delay.

As Ventura County was only organized about the first of March, some of the items in my report I could not fill.

Hoping you will pardon my delay, I am, very respectfully, your obedient servant,

JOHN Z. BARNETT,
Assessor Ventura County.

AGRICULTURAL PRODUCTS.	Number.
Land inclosed in 1872 (county not organized), acres.....	.....
Land cultivated in 1872 (county not organized), acres.....	.....
Wheat, acres.....	2,855
Wheat, bushels.....	22,840
Barley, acres.....	6,315
Barley, bushels.....	93,095
Oats, acres.....	.....
Oats, bushels.....	.....
Rye, acres.....	.....
Rye, bushels.....	.....
Corn, acres.....	750
Corn, bushels.....	22,500
Buckwheat, acres.....	.....
Buckwheat, bushels.....	.....
Peas, acres.....	.....
Peas, bushels.....	.....
Peanuts, acres.....	.....
Peanuts, pounds.....	.....
Beans, acres.....	.....
Beans, bushels.....	150
Castor beans, acres.....	750
Castor beans, pounds.....	.....
Potatoes, acres.....	300
Potatoes, tons.....	109
Sweet potatoes, acres.....	.....
Sweet potatoes, tons.....	.....

AGRICULTURAL PRODUCTS—Continued.

AGRICULTURAL PRODUCTS.	Number.
Onions, acres.....	
Onions, bushels.....	
Hay, acres.....	1,200
Hay, tons.....	330
Flax, acres.....	
Flax, pounds.....	
Hops, acres.....	
Hops, pounds.....	
Tobacco, acres.....	
Tobacco, pounds.....	
Cotton, acres.....	3
Cotton, pounds.....	150
Butter, pounds.....	275
Cheese, pounds.....	
Wool, pounds.....	24,700
Honey, pounds.....	

FRUIT TREES AND VINES.	Number.
Apple trees.....	1,112
Peach trees.....	1,936
Pear trees.....	564
Plum trees.....	86
Cherry trees.....	73
Nectarine trees.....	46
Quince trees.....	123
Apricot trees.....	586
Fig trees.....	596
Lemon trees.....	77
Orange trees.....	54
Olive trees.....	614
Prune trees.....	127
Mulberry trees.....	43
Almond trees.....	14,749
Walnut trees.....	5,335
Grapevines.....	178,780
Wine, gallons.....	5,700
Brandy, gallons.....	1,210
Distilleries.....	2
Gallons.....	6,910
Breweries.....	
Gallons.....	

LIVE STOCK.	Number.
Horses	1,917
Mules	143
Asses	3
Cows (two years old and over)	889
Calves (under two years old)	607
Beef cattle (steers two years old and over)	3,510
Oxen	12
Total number of cattle	5,022
Sheep	88,508
Cashmere and Angora goats	
Hogs (one year old and over)	4,410
Hives of bees	32

IMPROVEMENTS.	Number.
Grist mills	
Steam power	1
Run of stone	1
Water power	1
Run of stone	3
Barrels of flour made	
Bushels of corn ground	
Sawmills	
Steam power	
Water power	
Lumber sawed, feet	
Shingles made	
Quartz mills	
Tons of quartz crushed	
Mining ditches	
Miles in length	
Average amount of water used daily, inches	
Irrigating ditches	2
Acres irrigated	2,800
Value	\$15,850
Woolen mills	
Pounds of wool used	
Cotton mills	
Pounds of cotton used	
Tons of coal mined	
Railroads	
Miles in length	

MISCELLANEOUS.	Number.	Value.
Acres of wheat sown in 1873.....	2,855	.....
Acres of barley sown in 1873.....	6,315	.....
Acres of potatoes planted in 1873.....	150	.....
Acres of oats sown in 1873.....	.....	.....
Assessed value of real estate in 1873.....	.....	\$1,740,068
Assessed value of improvements on real estate in 1873 .....	.....	260,251
Assessed value of personal property in 1873.....	.....	652,256
Estimated total population in 1873.....	.....	5,138
Registered voters in 1873.....	.....	734
Poll tax collected in 1872 (County not organized until March, 1873).....	.....	.....

I hereby certify that the above statement is true and correct.

JOHN Z. BARNETT,
Assessor Ventura County.

REPORTS OF COUNTY ASSESSORS.

REPORTS OF COUNTY ASSESSORS.

AMADOR COUNTY.

J. W. SURFACE.....County Assessor.

JACKSON, July 6th, 1872.

HON. ROB'T GARDNER,
Surveyor General:

SIR: In conformity to the law, I herewith submit my annual and statistical report for the year eighteen hundred and seventy-one.

The assessed value of property is much larger than that of any previous year, and an increase over last year's assessment of over three million of dollars.

The agricultural portion of the county is increasing in value, from the fact that crops have yielded largely for some years, and at no time in the history of this county have the crops been any better than at present.

The quartz mining interest is in a very prosperous condition, several of the mines paying large dividends, and a number are being actively prospected.

Considerable interest is still manifested on the part of our citizens in the matter of preëmption. A great portion of our land is now being settled by a good, honest, hard-working class of settlers, which will tend to increase, materially, the taxable property of the county.

Owing to the great demand, and the increased value of wool, a number of stock raisers (cattle), are selling out their cows and horses, and investing the proceeds in sheep, thousands of which are now driven into the foothills of the Sierras for Summer pasturage.

Our wine interest is growing every year in importance. Almost every variety is now made, and we find a ready sale for all that we can produce.

The production of corn is steadily on the increase. Lands that before the floods of eighteen hundred and sixty-two and eighteen hundred and sixty-three would raise no corn, now yield a high average to the acre.

I think we have cause to rejoice, for at no time during the last ten years has our county been in so prosperous a condition.

Very respectfully, your obedient servant,

J. W. SURFACE,
Assessor Amador County.

AMADOR COUNTY.

J. W. SURFACE.....County Assessor.

JACKSON, August, 1873.

Hon. R. GARDNER,
Surveyor General :

SIR: Herewith you will find my statistical report of Amador County. I have tried to make it correct in every particular.

You will take notice that several thousand acres have been inclosed during the past year, all of which is mountain land, fenced, either for grazing or for the wood and timber growing thereon. Owing to the very dry season, agriculture has not been very remunerative in the mountain district, but the valleys have yielded an average crop of hay and grain.

The Arroyo Seco Rancho, which embraces most of the best agricultural land in the county, has been recently purchased by a company who are displaying considerable energy. Since their purchase they have sold several thousand acres of land in Ione and Jackson Valleys, and nearly all the town lots in Ione City, at reasonable prices, and to a class of settlers who intend to make for themselves permanent homes. The owners of the grant are, themselves, paying particular attention to farming. They keep constantly employed a force of about sixty men, and have sown about seven hundred and fifty acres of alfalfa this year, which has done remarkably well, and will be a source of considerable profit, particularly as they are grazing about eight thousand head of sheep, and about seven hundred head of cattle.

This year the hop business is attracting more attention than at any former time. For several years the price has been very remunerative, and the soil of our valleys, being well adapted to its growth, I have no doubt but in a few years it can be made a source of considerable income.

The population of the county is not on the increase at present, from the fact that placer mining is looked on here as one of the things of the past, and a number of persons who had been engaged in that business, are seeking homes in the valleys and large cities.

It cannot be denied that this county is one of the richest in the State, so far as quartz interests are concerned, and though some mines are paying large dividends, others are languishing for want of capital to work them.

Our coal beds are also supposed to be very extensive, and considerable prospecting is now being done, with every prospect of success. One mine, near Ione City, has furnished the quartz mills of Sutter Creek, Amador City, and Oneida Valley, nearly six thousand tons, at a cost to the mill owners of about twenty-four thousand dollars, or four dollars per ton.

There are two copper mines in the county, which are paying and permanent. The Cosumnes Mine, situated near Michigan Bar, keeps forty men employed, and reduces the ore at the mine by smelting, making it yield about forty per cent.

The Newton Mine, situated three miles east of Ione City, on the Jackson Road, is in a very flourishing condition. The company has taken down all the old machinery and put up new. The ore is worked by

what is known as the Leaching process, and reduced to ninety per cent. This mine keeps twenty-five men employed.

Taken all together, our county is in a very healthy condition.

Yours respectfully,

J. W. SURFACE, Assessor.

BUTTE COUNTY.

I. C. WERTSBAUGHER.....County Assessor.

OROVILLE, September 12th, 1872.

HON. ROB'T GARDNER,
Surveyor General:

DEAR SIR: You will herewith find statistical report of Butte County, which, I hope, will meet with your approval. The statistics required of A. D. eighteen hundred and seventy-one I cannot give, as I cannot find anything in regard to same among the archives of this office.

The statistics herewith are correct—more correct than any former report from this county. If you perceive anything that does not meet with your approval, please notify me, and oblige,

Yours truly,

I. C. WERTSBAUGHER,
Assessor of Butte County.

Per WARDWELL.

HUMBOLDT COUNTY.

L. TOWER.....County Assessor.

EUREKA, September 10th, 1872.

HON. ROB'T GARDNER,
Surveyor General:

DEAR SIR: In compliance with the law, I herewith forward to you the required statistical report.

It is the best we could do, and is, in the main, correct. But I defy any man to make a perfect one. There are so few people who keep anything like accurate records of their own business, that these reports, at best, can be only approximations. If Assessors would impress upon the people the importance of being prepared for them, they could be rendered more accurate and proportionably more valuable.

You will please forward the required certificate, and oblige,

Very truly yours,

L. TOWER,
Assessor of Humboldt County.

MERCED COUNTY.

H. F. BLACKWELL.....County Assessor.

SNELLING, November 14th, 1872.

HON. ROBERT GARDNER,
Surveyor General:

SIR: I herewith present the annual report from this office, after using all available means to make my figures as complete and correct as possible.

In the more important items they are correct; the less important being an approximation, which only can be given, as many taxpayers give in their lists without a thought to these minor statistics.

In agriculture and sheep raising this county is improving rapidly; wheat and barley being the principal cereals. There is, however, a large portion of our lands well adapted to various products. Cotton is attracting considerable attention now, and no longer any doubt rests upon the mind of the most skeptical as to its successful cultivation in this valley. As seen from the report, there is about six hundred acres in cultivation in this county this year, which will give an average yield of a bale to two acres—far exceeding the average yield of the most choice sections of the Southern States.

A few of our farmers are cultivating a variety of the most valuable forest trees, and some are preparing to beautify and improve our public highways by planting trees in accordance with an Act of the Legislature of March thirtieth, eighteen hundred and sixty-eight.

The Pacific Railroad has been completed through our county since the last report, and already we have realized incalculable advantages and benefits from its construction. The Town of Merced, located near the center of the county, on the railroad, surrounded by the best agricultural lands, has been built within the past six months, and now contains about five hundred souls and eighty buildings—most of which buildings are good and substantial—thereby showing the enterprise of our people and their confidence in the continued productiveness of our soil.

The county, comparatively speaking, is in its infancy—only about one fourth of the land in cultivation. We have many advantages not yet fully appreciated, which time alone will manifest and develop.

Since the last report the Merced Falls Woolen Manufacturing Company's mill has burned, which is a heavy loss to our county and to this portion of the State. The water power is sufficient, nine months of the year, to drive every spindle in the State. It is owned, jointly, by said company and Nelson & Son. There is sufficient water, at lowest stage, to run a grist mill and four-set woolen mill. The dam was built by Mr. Nelson, in eighteen hundred and fifty-four, and has not cost an average of one hundred dollars per year to keep in repair—a good investment for capitalists. It is situated six miles above Snelling, on the Merced River, and twenty-two miles from the railroad Town of Merced.

It is due the Assessor, in consequence of his delay of report, to offer as his excuse the illness of his wife and extreme and continued illness of his mother, which called him away from the office.

H. F. BLACKWELL,

Assessor of Merced County.

By JNO. A. KENDRICK, Deputy.

MONTEREY COUNTY.

W. V. McGARVEY.....County Assessor.

SALINAS CITY, August 10th, 1873.

HON. ROBERT GARDNER,
Surveyor General:

SIR: According to law, I hereby forward to you my statistical report for the year eighteen hundred and seventy-two.

The number of acres of land returned in the statistical table as cultivated in eighteen hundred and seventy-two, may not be quite correct, as the copy of report to your office of eighteen hundred and seventy-two, which I kept for reference, was misplaced during the removal of the county records, etc., from Monterey to Salinas City, last Winter, and I was compelled to refer to the original Assessors' blanks, which in some instances were partly destroyed, but I am not far from the mark.

Our county is in a prosperous condition, considerable more land has been sown this year than last, and our valleys are filling up with good practical farmers.

The yield of wheat for the year eighteen hundred and seventy-three, is not large, but the quality is very good; the yield of barley is somewhat heavier; most all the flax sown in this county is cut for the seed, and I have failed to report correctly upon that product.

Hops, heretofore, have yielded quite well, and the quality good; but from the present appearances that crop, for the year eighteen hundred and seventy-three, will be very light.

Tobacco has been planted quite extensively in the eastern portion of the county, on the San Felipe Ranch, by Messrs. Kulp, Parrott, and others, and the yield is large, and I learn the quality is very good; said to be equal to the best Havana tobacco. The company I learn are erecting large and commodious buildings, and anticipate going into the business extensively.

We have seventy-one miles of railroad in our county, which has developed our county, increased our population and property, and has added several millions of dollars to the assessment rolls of this county.

The western branch or main trunk of the Southern Pacific Railroad, which runs through the Salinas Valley now, as far as the ex-Mission of Soledad, has opened up a large field to the plow, that heretofore has been used entirely for grazing purposes.

The Town of Salinas has grown from a country cross roads to quite a city, and it is now a very thriving place, and many very substantial

buildings are in course of construction; also, we have a bank in expectancy; it is in good hands and can't fail.

The eastern branch of the Southern Pacific Railroad runs through some of the finest land in the State, and has opened up much good country near the Town of Hollister, which is a very prosperous town. The dairy product is shipped away as fast as they make it, which accounts for the small amount returned in the statistical table. The wool I generally assess with the sheep; or, in other words, treat the wool as a growing crop, unless it is wool of the year previous, or purchased with capital that has not previously been assessed for the year.

The dairy business has been very prosperous in this county for the past year, and I think we have some as fine and well regulated dairies as there are in the State. We have also quite an addition and improvement to our breed of cattle and sheep during the past year. Mr. J. D. Carr has imported from Kentucky, some very fine cattle during this Summer, which is said to compare with, if not excel, any cattle in the State.

The whale fisheries on the Bay of Monterey have been quite successful this year.

The public lands of this county have been settled upon everywhere, and almost every available spot has been taken up by preëmption or entered under the State laws.

Your obedient servant,

W. V. McGARVEY,
County Assessor, Monterey County.

SAN FRANCISCO COUNTY.

LEVI ROSENER.....County Assessor.

SAN FRANCISCO, August 1st, 1872.

Hon. ROBERT GARDNER,
Surveyor General:

SIR: Annexed please find my annual report of statistics of the manufacturing and mechanical industries of the City and County of San Francisco for the year eighteen hundred and seventy-two.

In compiling this report I have experienced great difficulty, owing to the reluctance of manufacturers to give data concerning the result and prospect of their business, thus rendering this report necessarily incomplete.

LEVI ROSENER,
Assessor of the City and County of San Francisco.

Axle Grease Manufactories.

Manufactories	3
Men employed.....	15
Rosin consumed yearly, barrels.....	12,000

Butter consumed yearly, pounds.....	15,000
Tallow oil made yearly, gallons.....	19,000
Aggregate value of manufactures.....	\$55,000

Bed Spring Manufactories.

Manufactories	2
Men employed.....	4
Aggregate value of manufactures.....	\$8,600

Bedstead Manufactory.

Manufactory.....	1
Men employed.....	38
Lumber consumed, feet.....	150,000
Aggregate value of manufactures.....	\$40,000

Bellows Manufactory.

Manufactory.....	1
Men employed.....	5
Aggregate value of manufactures.....	\$12,000

Bedding Manufactories.

Manufactories.....	10
Persons employed.....	75
Aggregate value of manufactures.....	\$75,000

Billiard Manufactories.

Manufactories	2
Men employed.....	35
Billiard tables made yearly.....	177
Bagatelle tables made yearly.....	63
Aggregate value of manufactures.....	\$135,000

Boot, Shoe, and Slipper Manufactories.

Manufactories	31
Men and women employed.....	1,841
Aggregate value of manufactures.....	\$2,536,700

Box Manufactories.

Manufactories	7
Men employed.....	225
Steam engine, horse power.....	180
Aggregate value of manufactures.....	\$665,000

Brass Foundries.

Manufactories	4
Men employed.....	101
Steam engines, horse power.....	38
Aggregate value of manufactures.....	\$255,000

Breweries.

Manufactories	35
Men employed.....	250
Beer made, barrels.....	160,000
Aggregate value of manufactures.....	\$1,280,000

Broom Manufactories.

Manufactories	5
Men employed.....	35
Brooms made annually, dozen.....	33,900
Brushes and whips.....	4,000
Broomcorn used, tons.....	310
Aggregate value of manufactures.....	\$104,000

Brush Manufactories.

Manufactories	2
Men and boys employed.....	10
Aggregate value of manufactures.....	\$15,000

Carriage and Wagon Manufactories.

Manufactories	14
Men employed.....	325
Carriages, wagons, and other vehicles made per year.....	990
Railroad cars.....	50
Street railroad cars.....	75
Horse power of steam engines.....	105
Aggregate value of manufactures.....	\$489,250

Cooper and Barrel Manufactories.

Manufactories.....	2
Men employed.....	150
Barrels, half barrels, and kegs made yearly.....	235,000
Horse power of engines.....	30
Barrels made by sugar refineries.....	90,000
Syrup kegs by sugar refineries.....	74,500
Syrup kegs by tub and pail factories.....	40,000

Candle Manufactories.

Manufactories.....	2
Men employed.....	56

Manufacture of candles, boxes.....	55,000
Aggregate value of manufactures.....	\$168,000

Clothing Manufactories.

Manufactories.....	10
Men and women employed.....	156
Aggregate value of manufactures.....	\$300,000

Cigar Manufactories.

Manufactories.....	63
Cigars made annually.....	50,085,000
Cigarettes made annually.....	140,000
Aggregate value of cigars, per thousand.....	\$40

Chemical Works.

Works.....	4
Men employed.....	26
Nitrate of soda used, tons.....	260
Sulphur consumed, tons.....	475
Sulphur and nitric acid, tons.....	680
Capacity of work per day (sulphuric acid), tons.....	12
Capacity of work per day (nitric acid), tons.....	3
Sulphate of copper made, tons.....	260

Coffee and Spice Mills.

Mills.....	7
Men employed.....	60
Coffee ground and roasted, yearly, pounds.....	1,425,000
Chocolate made, pounds.....	90,000
Spices ground, pounds.....	170,000
Horse power of steam engines.....	77
Aggregate value of manufactures.....	\$410,000

Cordage and Rope Manufactory.

Works.....	1
Men employed.....	75
Hemp ropes manufactured, tons.....	1,500
Horse power of steam engine.....	150
Aggregate value of manufactures.....	\$450,000

Distilleries.

Works.....	3
Men employed (by two).....	45
Proof gallons of liquor made, yearly.....	700,500
Average horse power of steam engines.....	150

Dry Docks, Floating.

Ways	2
Men employed.....	15
Capacity of docks, tons.....	2,600

Stone Dry Dock.

Dock	1
Length of excavation in solid rock, feet	450
Width at top, feet.....	120
Depth, feet.....	30
Width at entrance, feet	90
Capacity of length, feet.....	425
Capacity for drawing, feet.....	22
Capacity of pumps for cleaning, per hour, cubic feet.....	325,368
Tubular boilers, of four-inch tubes	4
Dimensions of each boiler, diameter, inches.....	25
Dimensions of each boiler, length, feet.....	16
Fire surface of boilers, square feet.....	3,800
Men employed.....	25
Total cost of works.....	\$675,000

Flouring Mills.

Mills	8
Men employed.....	127
Flour made, barrels.....	479,000
Hominy, tons.....	510
Buckwheat and rye flour, tons.....	140
Feed barley, tons.....	5,600
Oatmeal and groats, tons.....	460
Pearl barley, tons.....	60
Cornmeal and farina, tons.....	70
Run of stones.....	48
Horse power of engines.....	730

Furniture Manufactories.

Manufactories	12
Men employed.....	250
Lumber used, feet.....	5,400,000
Aggregate value of manufactures.....	\$317,000

Foundries and Iron Works.

Works.....	20
Men employed.....	990
Pig iron used, tons.....	7,000
Bar iron used, tons.....	520
Sheet and boiler iron used, tons.....	800
Rivets used, tons.....	70
Horse power of engines.....	460

Fur Manufactories.

Manufactories	4
Persons employed.....	45
Aggregate value of manufactures.....	\$275,000

Glass Works.

Works	2
Men employed.....	85
Furnaces	2
Pots.....	13
Aggregate value of manufactures.....	\$175,000

Gold and Silver Refineries.

Refineries—no statement.

Glue Manufactory.

Factory	1
Men employed.....	10
Glue made, tons.....	500
Neat's foot oil made, gallons.....	5,000
Curled hair made, pounds	20,000
Capacity for glue, daily, tons	30
Capacity for oil, daily, gallons.....	200

Glass Cutting and Staining Works.

Works	2
Men employed.....	13
Aggregate value of manufactures.....	\$26,000

Gas Meter Manufactory.

Factory	1
Men employed.....	5
Aggregate value of manufactures.....	\$4,000

Glove Manufactories.

Factories	2
Persons employed.....	40
Aggregate value of manufactures.....	\$42,000

Hat and Cap Manufactories.

Factories	10
Men and women employed.....	35
Aggregate value of manufactures.....	\$75,000

Horse Collar Manufactories.

Factories	3
Men employed.....	145
Horse collars made, dozen.....	7,420
Leather used, feet.....	690,000
Rye stocks and flocks, tons.....	225
Aggregate value of manufactures.....	\$102,000

Hose and Belting Manufactories.

Factories.....	2
Men employed.....	15
Hose made, feet.....	15,000
Belting made, feet.....	160,000
Sides of leather and hides used.....	47,000
Aggregate value of manufactures.....	\$47,000

Jewelry Manufactory.

Factory.....	1
Men employed.....	40
Aggregate value of manufactures.....	\$125,000

Ink Manufactory.

Factory	1
Men employed.....	6
Ink made, gallons.....	6,000
Value of manufactures.....	\$10,000

Lead and Shot Works.

Works.....	2
Men employed.....	74
Lead manufactured, tons.....	9,000
Shot manufactured, tons.....	300
Aggregate value of manufactures	\$1,515,000
Horse power of engines—not reported.	

Last Manufactories.

Works.....	2
Men employed.....	15
Horse power of engines.....	10
Aggregate value of manufactures.....	\$25,000

Maccaroni Manufactories.

Works	3
Men employed.....	22
Maccaroni and pastry put up, boxes.....	38,000
Maccaroni and wheat used, sacks.....	8,000

Horse power of engines.....	27
Capacity of work, boxes.....	65,000
Aggregate value of manufactures.....	\$77,000

Match Manufactories.

Works.....	5
Men employed.....	40
Matches made, gross.....	100,000

Malt Houses.

Works.....	7
Men employed.....	28
Grain malted, pounds.....	9,071,000
Malt made, pounds.....	7,256,450
Horse power of engines.....	23

Mirror Silvering Work.

Works.....	1
Men employed.....	7
Silvering tables.....	5
Value of manufacture.....	\$22,000

Oakum Manufactory.

Works.....	1
Men employed.....	6
Bales manufactured annually.....	3,000
Engine horse power.....	10
Value of manufacture.....	\$15,000

Organ Builders.

Works.....	1
(No report furnished.)	

Pickle and Fruit Preserving Works.

Works.....	3
Men employed (by two works).....	310
Pickles put up, kegs (by two works).....	25,000
Fruits and meats, dozens, (by two works).....	169,000

Planing Mills and Sash Manufactories.

Works.....	8
Men employed.....	388
Lumber consumed per year, feet.....	7,950,000
Horse power engines.....	391
Amount of sales yearly.....	\$320,000

Plaster of Paris Manufactories.

Works.....	1
Men employed.....	5
Engine horse power.....	10
Aggregate value of manufactures.....	\$12,000

Pyrotechnic Works.

Works.....	1
Men employed.....	5
Value of manufactures	\$12,000

Powder Works.

Works.....	1
Men employed.....	12
Giant powder made yearly, pounds	120,000
Value of manufactures.....	\$120,000

Rolling Mill.

Mill.....	1
Men employed.....	115
Railroad iron produced, tons.....	750
Coal used, tons.....	3,000
Capacity of production, tons.....	9,000
Horse power of engine.....	300

Saw and Saw Teeth Manufactories.

Factories.....	2
Men employed.....	40
Steel used annually, tons.....	50
Actual value of manufactures.....	\$75,000
Horse power of engines.....	25
Capacity of works, value.....	\$110,000

Salt Mills.

Mills	4
Men employed.....	54
Domestic salt ground, tons.....	11,200
Foreign salt ground, tons.....	6,100

Silk Manufactory.

Factory	1
Men employed.....	4
Women	74
Capacity of manufacture.....	\$150,000
Engine horse power.....	15
Value of manufactures.....	\$75,000

Silver Ware Manufactories.

Factories	3
Men employed.....	49
Value of manufactures.....	\$155,000

Sugar Refineries.

Refineries	3
Men employed.....	325
Raw sugar used, pounds.....	40,970,500
Refined sugar made.....	31,750,900
Molasses refined, gallons.....	34,416
Syrup made, gallons.....	3,290,600
Horse power of engines	530
Average value of manufactures.....	\$4,500,000

Soap Manufactories.

Factories	17
Men employed.....	70
Soap made, pounds	5,750,500
Washing powder made, pounds.....	1,000,000
Value of manufactures.....	\$120,000

Shirt Manufactories.

Factories	3
Persons employed.....	60
Value of manufactures.....	\$18,000

Steam Marble Works.

Works.....	3
Men employed.....	72
Horse power of engines	80
Run of saws.....	5

Tub, Pail, and Woodenware Manufactories.

Factories	2
Men employed.....	70
Lumber used, sugar pine, cedar, maple, cords.....	4,600
Pails made, dozen.....	8,800
Tubs (nests of three) made.....	5,000
Tubs, (nests of eight) made.....	700
Tubs, single.....	18,000
Washboards (wood), dozen.....	5,000
Broom handles made.....	500,000
Hand hay racks, dozen.....	400
Curtain rollers.....	30,000
Seives, zinc and plated and wire, dozen.....	14,000
Barrel and half barrel covers, dozen.....	420

Fish kettles.....	3,200
Butter firkins.....	1,000
Salt boxes, dozen.....	500
Butter moulds, dozen.....	300
Cheese safes, dozen.....	200
Peach baskets, dozen.....	400
Churns and cylinders, (single).....	175
Horse power of engines.....	150

Trunk and Valise Manufactories.

Factories	8
Men employed.....	105
Value of manufactures.....	\$150,000

Tool and File Manufactories.

Factories	7
Men employed.....	51
Value of manufactures.....	\$47,600

Tanneries.

Tanneries.....	26
Hides tanned, of all kinds.....	75,000
Bark used, cords.....	3,000
Horse power of engine.....	76
Value of bark.	\$45,000
Aggregate value of manufactures.....	\$575,000

Telegraph Instrument Manufactory.

Factory	1
Men employed.....	5
Value of manufactures.....	\$15,000

Type Foundries.

Foundries.....	3
Persons employed.....	60
Value of manufactures.....	\$80,000

Vinegar Works.

Works.....	7
Men employed.....	40
Vinegar made, gallons.....	450,000
Value of manufactures.....	\$80,000

Wire Works Manufactories.

Manufactories	3
Men employed.....	26
Value of manufactures.....	\$27,000

Whale Oil Works.

Works.....	2
Men employed.....	8
Oil refined, gallons.....	24,800
Presses for spermaceti.....	4
Bleachers and strainers.....	4

Woolen Mills.

Mills.....	2
Men and women employed.....	840
Card sets.....	45
Power looms.....	100
Frames for knitting underwear.....	20
Frames for knitting hosiery.....	50
Spindles.....	20,000
Blankets made.....	150,000
Cloth and tweeds made, yards.....	165,000
Knit flannel shirts and drawers, dozen..	400
Hosiery, dozen.....	750
Flannel made, yards.....	900,000
Wool used, pounds.....	3,700,000

Yeast Powder Works.

Works.....	1
Men employed.....	15
Yeast powder made, gross.....	260
Cream of tartar, pounds.....	11,000
Soda, pounds.....	7,000
Aggregate value of manufactures.....	\$8,000

The quantity of agricultural products of this county being purely nominal, they are not, as you perceive, embraced in this report.

Assessed value of real estate and improvements, one hundred and eighty-seven million two hundred and eighty-nine thousand three hundred and one dollars.

Assessed value of personal property, including mortgages, one hundred and ten million five hundred and ninety-five thousand nine hundred and forty-one dollars.

Estimated total population, about one hundred and seventy-five thousand.

Voters registered during past fiscal year, three thousand eight hundred and six.

Poll tax collected from April tenth, eighteen hundred and seventy-two, to July twenty-ninth, eighteen hundred and seventy-two, about thirty-five thousand dollars.

I hereby certify that the above statement is true and correct.

LEVI ROSENER,
Assessor of City and County of San Francisco.

SAN FRANCISCO COUNTY.

LEVI ROSENER.....County Assessor.

SAN FRANCISCO, July 28th, 1873.

Hon. ROBERT GARDNER,
Surveyor General:

SIR: Annexed I beg leave to transmit to you my annual report of statistics of the manufacturing and mechanical industries of the City and County of San Francisco for the year eighteen hundred and seventy-three.

The same difficulties mentioned in my previous reports have been experienced in collecting data for this, as manufacturers and mechanics show great reluctance to give the necessary information.

Abalone Shell Works.

Works	1
Men employed.....	18
Aggregate value of manufactures.....	\$12,000

Amalgamating Pan Manufactory.

Factory.....	1
Men employed.....	7
Pans made.....	40
Horse power of steam engine.....	3
Value of manufactures.....	\$12,000

Artificial Stone Manufactory.

Factory	1
Men employed.....	15
Value of manufactures.....	\$20,000

Axle Grease Manufactories.

Factories	4
Men employed.....	13
Rosin consumed yearly, barrels.....	1,300
Butter consumed yearly, pounds.....	15,000
Tallow consumed yearly, pounds.....	2,000
Aggregate value of manufactures...	\$79,500

Boot, Shoe, and Slipper Manufactories.

Factories	35
Men and women employed.....	2,000
Aggregate value of manufactures.....	\$3,000,000

Box Manufactories.

Factories	7
Men employed.....	225
Steam engine, horse power.....	180
Aggregate value of manufactures.....	\$665,000

Brass Foundries.

Foundries	6
Men employed.....	109
Value of manufactures.....	\$252,000

Breweries.

Breweries.....	38
Men employed	226
Beer made, barrels.....	165,000
Aggregate value of manufactures.....	\$1,200,000

Broom and Broom Handle Manufactories.

Factories	7
Men employed.....	65
Brooms made annually, dozen.....	68,500
Aggregate value of manufactures	\$147,700

Clothing Manufactories.

Factories	12
Men and women employed.....	193
Aggregate value of manufactures.....	\$400,000

Cigar Manufactories.

Factories	79
Cigars made annually.....	55,400,000
Cigarettes made annually.....	150,000
Aggregate value of cigars, per thousand.....	\$40

Chemical Works.

Works.....	2
Men employed.....	30
Nitrate of soda used, tons.....	300
Sulphur consumed, tons.....	460
Sulphur and nitric acid, tons.....	700
Sulphate of copper made, tons.....	250

Carriage Manufactories.

Factories	15
Men employed.....	350

Carriages, wagons, and other vehicles made annually.....	1,050
Railroad cars made annually.....	60
Street cars made annually.....	60
Horse power of steam engines.....	105
Aggregate value of manufactures.....	\$600,000

Distilleries.

Works	3
Men employed.....	70
Proof gallons of liquor yearly.....	750,000
Average horse power of steam engines.....	150

Dry Docks (floating).

Ways.....	2
Men employed.....	16
Capacity of docks, tons	2,600

Dry Dock (stone).

Dock	1
Length of excavation in solid rock, feet.....	450
Width at top, feet.....	120
Depth, feet.....	30
Width at entrance, feet	90
Capacity of length, feet	425
Capacity of drawing, feet.....	22
Capacity of pumps for cleaning per hour, cubic feet.....	325,368
Tubular boilers, of four-inch tubes.....	4
Dimensions of each boiler, diameter, inches.....	25
Dimensions of each boiler, length, feet.....	16
Fire surface of boilers, square feet.....	3,800
Men employed.....	25
Total cost of works.....	\$675,000

Foundries and Iron Works.

Works	19
Men employed.....	850
Pig iron used, tons.....	6,000
Bar iron used, tons.....	450
Sheet and boiler iron, tons.....	700
Rivets used, tons.....	60
Horse power of engines.....	425

Fur Manufactories.

Manufactories	4
Persons employed.....	50
Value of manufactures.....	\$300,000

Glass Works.

Works.....	2
Men employed	75
Furnaces.....	2
Pots	13
Aggregate value of manufactures.....	\$200,000

Glue Manufactory.

Manufactory	1
Men employed.....	12
Glue made, tons	500
Neatsfoot oil made, gallons.....	40,000
Curl hair made, pounds.....	25,000
Capacity for oil, gallons.....	250

Jewelry Manufactories.

Manufactories	29
Men employed.....	245
Aggregate value of manufactures.....	\$900,000

Lead and Shot Works.

Works	2
Men employed.....	80
Lead manufactured, tons.....	10,000
Shot manufactured, tons.....	450
Aggregate value of manufactures	\$1,800,000

Last Manufactories.

Manufactories	2
Men employed.....	15
Horse power of engines	11
Lasts manufactured, pairs.....	18,000
Value of manufactures	\$18,000

Maccaroni Factories.

Factories	3
Men employed.....	24
Maccaroni and pastry, boxes.....	40,000
Maccaroni wheat used, sacks.....	10,000
Horse power of engine.....	27
Aggregate value of manufactures.....	\$95,000

Planing Mills and Sash Factories.

Factories.....	13
Men employed.....	450
Lumber consumed per year, feet.....	10,500,000

Horse power of engines.....	520
Amount of manufactures yearly.....	\$530,000

Plaster of Paris Manufactory.

Manufactory	1
Men employed.....	6
Engine, horse power.....	10
Aggregate value of manufactures.....	\$15,000

Pyrotechnic Works.

Works	1
Men employed.....	6
Value of manufactures	\$20,000

Powder Works.

Works.....	1
Men employed.....	34
Horse power of engine.....	8
Powder made, pounds.....	350,000
Value of manufactures	\$260,000

Silverware Manufactories.

Manufactories	4
Men employed.....	58
Value of manufactures.....	\$190,000

Sugar Refineries.

Refineries.....	3
Men employed.....	350
Raw sugar used, pounds.....	55,840,000
Refined sugar made, pounds.....	35,840,000
Power of steam engine (horse).....	670
Value of sugar refined, yearly.....	\$9,400,000

Soap Manufactories.

Manufactories.....	23
Men employed.....	124
Soap made, pounds.....	7,400,000
Washing powders, pounds.....	1,345,000
Value of manufactures.....	\$180,000

Shirt Manufactories.

Manufactories	6
Men and women employed.....	130
Value of manufactures.....	\$55,000

Wind Mill Manufactories.

Mills	4
Men employed.....	11
Mills made	180
Total value of manufactures.....	\$27,000

Wire Rope Manufactory.

Manufactory.....	1
Men employed.....	8
Looms running.....	5
Value of manufactures.....	\$10,000

Wood Preserving Works.

Works	1
Men employed.....	23
Horse power of engine.....	28
Value of lumber used.....	\$65,000

Woolen Mills.

Mills	2
Men and women employed.....	870
Card sets.....	45
Power looms	100
Frames for knitting underwear.....	20
Frames for knitting hosiery.....	50
Spindles	20,000
Blankets made.....	180,000
Cloth and tweeds made, yards.....	190,000
Knit flannel shirts and drawers, dozens.....	900
Hosiery made, dozens	850
Flannel made, yards.....	1,000,000
Wool used, pounds.....	4,000,000

Yeast Powder Works.

Works.....	4
Men employed	52
Yeast powder made, gross.....	540
Cream of tartar made, pounds.....	12,000
Soda made, pounds.....	13,000
Value of manufactures.....	\$17,000

Tanneries.

Tanneries	46
Men employed.....	242
Hides of all kinds, tanned.....	110,000
Bark used, cords.....	5,000

Horse power of engine.....	120
Aggregate value of manufactures.....	\$860,000

Telegraph Instrument Manufactory.

Manufactory	1
Men employed.....	12
Value of manufactures.....	\$25,000

Type Foundry.

Foundry	1
Persons employed.....	15
Value of manufactures.....	\$20,000

Vinegar Manufactories.

Manufactories	9
Men employed.....	52
Vinegar made, gallons.....	580,000
Value of manufactures.....	\$95,000

Steam Marble Works.

Works	3
Men employed.....	70
Horse power of engine.....	80

Wood and Willow Ware Manufactories.

Manufactories	2
Men employed.....	59
Horse power of engines.....	120
Value of manufactures.....	\$180,000

Trunk and Valise Manufactories.

Manufactories	8
Men employed.....	120
Value of manufactures.....	\$180,000

Tool and File Manufactories.

Manufactories	7
Men employed.....	65
Value of manufactures.....	\$62,500

Rolling Mills.

Mill.....	1
Men employed.....	250
Horse power of engine.....	350
Scrap iron used, tons.....	7,500

Cast iron used, tons.....	450
Coal consumed, tons.....	7,000
Production, tons.....	7,000
Capacity, tons.....	8,000

Saw and Saw Teeth Factories.

Factories	2
Men employed.....	45
Steel used annually, tons.....	60
Horse power of engine.....	25
Aggregate value of manufactures.....	\$100,000

Salt Mills.

Mills	2
Men employed.....	30
Domestic salt ground, tons.....	7,000
Foreign salt ground, tons.....	4,000

Silk Manufactory.

Manufactory.....	1
Men employed.....	4
Women employed.....	80
Value of manufactures.....	\$100,000

Match Factories.

Factories	6
Men employed.....	50
Matches made yearly, gross.....	180,000

Malt Houses.

Houses	20
Men employed.....	59
Grain malted, tons.....	11,370

Oakum Manufactories.

Factories	2
Men employed.....	10
Bales made annually.....	5,000
Value of manufactures.....	\$25,000

Pickles and Fruit Preserving Works.

Works.....	4
Men employed.....	420
Pickles put up, kegs.....	40,000
Fruits and meats, dozen.....	224,000

Glass Cutting and Staining Works.

Works.....	2
Men employed	15
Value of manufactures.....	\$25,000

Gas Meter Manufactory.

Manufactory.....	1
Men employed.....	8
Aggregate value of manufactures.....	\$10,000

Glove Manufactories.

Manufactories	3
Men and women employed	48
Aggregate value of manufactures.....	\$58,000

Hat and Cap Manufactories.

Manufactories	17
Men and women employed.....	60
Aggregate value of manufactures.....	\$130,000

Hose and Belting Manufactories.

Manufactories ..	2
Men employed.....	16
Hose made, feet.....	18,000
Belting made, feet.....	180,000
Aggregate value of manufactures.....	\$55,000

Flouring Mills.

Mills	12
Men employed.....	179
Flour made, barrels.....	749,000
Hominy made, tons.....	800
Buckwheat and rye flour, tons.....	225
Feed barley, tons.....	8,000
Oat meal and groats, tons.....	650
Pearl barley, tons.....	100
Corn meal and farina, tons.....	90
Run of stones.....	65
Horse power of engines.....	950

Furniture Manufactories.

Manufactories	17
Men employed	340
Lumber used, feet.....	7,800,000
Aggregate value of manufactures	\$620,000

Coffee and Spice Mills.

Mills.....	7
Men employed.....	70
Coffee ground and roasted yearly, pounds	1,500,000
Chocolate made, pounds.....	100,000
Spices ground, pounds.....	180,000
Horse power of steam engines	77
Aggregate value of manufactures.....	\$450,000

Cordage and Rope Manufactory.

Manufactory.....	1
Men employed.....	60
Hemp rope manufactured, tons.....	1,500
Steam engine, horse power.....	150
Aggregate value, yearly.....	\$425,000

Brush Manufactories.

Factories.....	2
Men employed.....	18
Value of manufactures.....	\$33,000

Borax Works.

Works.....	1
Men employed.....	11
Refined borax, tons.....	340
Value.....	\$100,000

Barrel Manufactories.

Factories.....	2
Men employed.....	150
Barrels, half barrels, and kegs, made yearly.....	235,000
Horse power of engines	30
Barrels made by sugar refineries.....	74,500
Syrup kegs made by tub and pail factories.....	40,000

Candle Manufactories.

Factories.....	2
Men employed.....	56
Candles manufactured (boxes).....	55,000
Aggregate value of manufactures.....	\$168,000

Bed Spring Manufactories.

Factories.....	3
Men employed.....	4
Copper wire used, tons.....	108
Aggregate value of manufactures.....	\$28,000

Bedstead Manufactories.

Factories.....	2
Men employed.....	60
Lumber consumed yearly, feet.....	250,000
Value of manufactures.....	\$60,000

Bellows Manufactory.

Factory	1
Men employed.....	2
Bellows manufactured.....	600
Value of manufactures.....	\$11,000

Bedding Manufactories.

Factories.....	12
Persons employed.....	90
Aggregate value of manufactures....	\$90,000

Billiard Manufactories.

Factories.....	5
Men employed.....	64
Billiard tables manufactured.....	416
Value of manufactures.....	\$196,000

Railroads.

Miles in length.....	12
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Assessed value of real estate in eighteen hundred and seventy-three, one hundred and thirty-one million four hundred and seventeen thousand and twenty-four dollars.

Assessed value of improvements on real estate in eighteen hundred and seventy-three, thirty-eight million eighty-seven thousand one hundred and five dollars.

Assessed value of personal property in eighteen hundred and seventy-three, forty-six million two hundred and five thousand six hundred and forty-nine dollars.

Estimated total population in eighteen hundred and seventy-three, one hundred and seventy-five thousand.

Voters registered, forty-two thousand six hundred and forty-two.

Poll tax collected in eighteen hundred and seventy-two, forty-seven thousand dollars.

I hereby certify that the above statement is true and correct.

LEVI ROSENER,
City and County Assessor.

SAN FRANCISCO, July 28th, 1873.

SUTTER COUNTY.

A. E. CLARY.....County Assessor.

YUBA CITY, July, 1872.

HON. ROBERT GARDNER,
Surveyor General:

DEAR SIR: I transmit herewith the statistical report required by law for the year eighteen hundred and seventy-two. With regard to that part which relates to eighteen hundred and seventy-one, I wish to say that, as you are probably aware, Sutter County suffered considerably from the extreme drought of that year. Crops were distressingly short, and business of every kind very dull. It is a very difficult—I may almost say, impossible—task, to obtain a strictly accurate statistical statement of the productions of a county, owing to the fact that most farmers keep no account of what they produce from year to year. The accompanying report is as accurate as could be obtained within the limited time allowed by law for assessing the county. Last Winter several hundreds of horses, cattle, sheep, and hogs perished in the flood in this county. A great deal of grain was “drowned out,” and many fences were swept away. In many parts of the county crops were not planted at the time of making the assessment. Of course, in such cases, I could only approximate the truth. Sutter is steadily increasing in wealth, and we look forward to the day when it will rank with the older and more populous counties of the State, with confidence. The subject of reclaiming our swamp lands is receiving due attention, and we are confident that within a few years at most reclamation will be accomplished.

The accompanying table has been approved by the Board of Supervisors. Please send certificate of its correctness, if it is satisfactory, and oblige,

Your obedient servant,

A. E. CLARY,
Assessor Sutter County.

SHASTA COUNTY.

D. C. OSBORNE.....County Assessor.

SHASTA, September 27th, 1872.

HON. ROBERT GARDNER,
Surveyor General:

SIR: Herewith you will please find my report for the year eighteen hundred and seventy-two.

The changes in the law in relation to assessment, and the hurry incident thereto, prevented a full and complete collection of the statistics required for the report. I believe, however, that the report is very nearly correct.

The chief articles of export from this county are the products of our mines, lumber, and wool. Our mines are not producing as much as they

have in the past—not that they are exhausted, but because it now requires capital to successfully operate in them. There was very little quartz crushed during the past year, and there are but two mills now engaged in crushing, neither of which is constantly employed; one of them is crushing silver-bearing quartz, is well and energetically managed, and bids fair to be remunerative. The largest investment ever made in the placer mines of this county, will soon make one of our mining districts more productive than it ever has been. There are other districts which only need capital and energy to make them equally productive.

There is a great deal of fine timber in this county—more than can be exhausted for many years. And although our lumber production has fallen off in the last year, there is no reason that it should not be greater in the future than it ever has been in the past.

We have an establishment manufacturing sash, blinds, doors, etc., which employs twenty men, and manufactures yearly to the value of thirty thousand dollars.

Our wool production is steadily increasing in quantity and improving in quality.

This county has a large area of unoccupied government land which is well adapted to the culture of fruit trees and grapevines. Our soil and climate are peculiarly adapted to the cultivation of the vine; and the wines manufactured from our grapes are unsurpassed by any made in California.

About twenty miles of railroad have been constructed in our county this year, which taps the center of our county, and connects us with the commerce of the world.

Shasta County has many resources which promise success to the industrious immigrant.

It was not in my power to complete my report in time to have it approved by our Board of Supervisors at their last session, and they will not be in session again until after the time you have fixed upon to have the report transmitted to you; for this reason I hope that you will excuse me for not having their approval, as you requested. I hope that the report will meet with your approval.

Respectfully,

D. C. OSBORNE.

Assessor Shasta County.

SISKIYOU COUNTY.

GEORGE DURAND.....County Assessor.

YREKA, August 26th, 1873.

Hon. ROBERT GARDNER,
Surveyor General:

SIR: I herewith transmit statistical report for the year eighteen hundred and seventy two. I was not aware that the report was required at this time, as the blank forms state they must be returned to you on or before October first, eighteen hundred and seventy-three. I was out of

town at the time your telegram arrived. It was forwarded to me, and I returned, and have made the report as required by law. The Board of Supervisors not being in session, I am unable to obtain their approval of said report. I have experienced considerable trouble and difficulty in making a full and complete assessment of certain portions of this county for the year eighteen hundred and seventy-three, especially that portion in the vicinity of the seat of the Modoc War. The settlers in that neighborhood could not give any definite idea of the number of their cattle, etc. I have no doubt but that a statement largely in excess of the number assessed, can be hereafter obtained from the Department at Washington, when these parties shall present their claim to government for compensation for cattle and other property destroyed. These claims will undoubtedly show a large number of cattle and other stock which escaped assessment. However, I have done the best I could, under the circumstances. The report herewith inclosed, is as correct as I am able to make, and hoping it will meet your approval, is hereby respectfully submitted.

I subscribe myself, yours, respectfully,

GEORGE DURAND,
Assessor Siskiyou County.

SANTA BARBARA COUNTY.

C. E. ALVORD.....County Assessor.

SANTA BARBARA, July 25th, 1873.

Hon. ROBERT GARDNER,
Surveyor General:

SIR: I send you my annual report to-day, which I hope you will examine closely, from the fact that it is the only correct report (as taken from each individual), ever made from this county.

Last year, as you are aware, everything was in confusion, and, of necessity, manifest errors existed, which, happily, do not exist this year.

Hoping that you will acknowledge receipt and satisfaction before the first Monday in August,

I remain, yours, etc.,

C. E. ALVORD,
County Assessor, Santa Barbara County.

SAN DIEGO COUNTY.

M. S. JULIAN.....County Assessor.

SAN DIEGO, July 18th, 1872.

Hon. ROBERT GARDNER,
Surveyor General:

SIR: In compliance with the duties of my office, I hereby inclose the statistical report of our county, hoping it may prove satisfactory. The assessment roll is not as large as it would have been, owing to the continued drought of three years in succession. The agricultural interest of this county is quite limited; a total failure, except in the mountain towns, where they are visited with frequent showers; fruit but little, as the trees are too young to bear any quantity. The future of the county is truly encouraging. Our mines have been greatly developed within the past year, yielding richly from twenty to two hundred dollars per ton. Three quartz mills have been erected within the past year, making a total of seven mills, containing forty stamps; and two are of Willson's patent, with a capacity of forty more, making a total of eighty stamps. Our railroad prospects are encouraging; work being commenced, will greatly increase the assessments of next year.

Hoping this will be satisfactory, I am,

Yours, truly,

M. S. JULIAN,
County Assessor.

SAN DIEGO COUNTY.

M. S. JULIAN.....County Assessor.

SAN DIEGO, July 10th, 1873.

Hon. ROBERT GARDNER,
Surveyor General:

DEAR SIR: Inclosed please find statement for your office from our county.

There is no material change of note in our county since our last report, which I gave you in full last year. It still continues dry, and the no-fence law has driven nearly all the stock out of our county. The mining interest is kept up vigorously, and with good results. The Texas and Pacific Railroad have about three miles of the road graded in our county, and will complete ten miles this year. The sheep interest is improving, and we are getting some good grades of sheep. All the crops are a failure this year, except in the mountain districts, which are fair.

I am, sir, yours truly,

M. S. JULIAN,
Assessor San Diego County.

FIFTH BIENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

STATE OF CALIFORNIA,

FOR THE

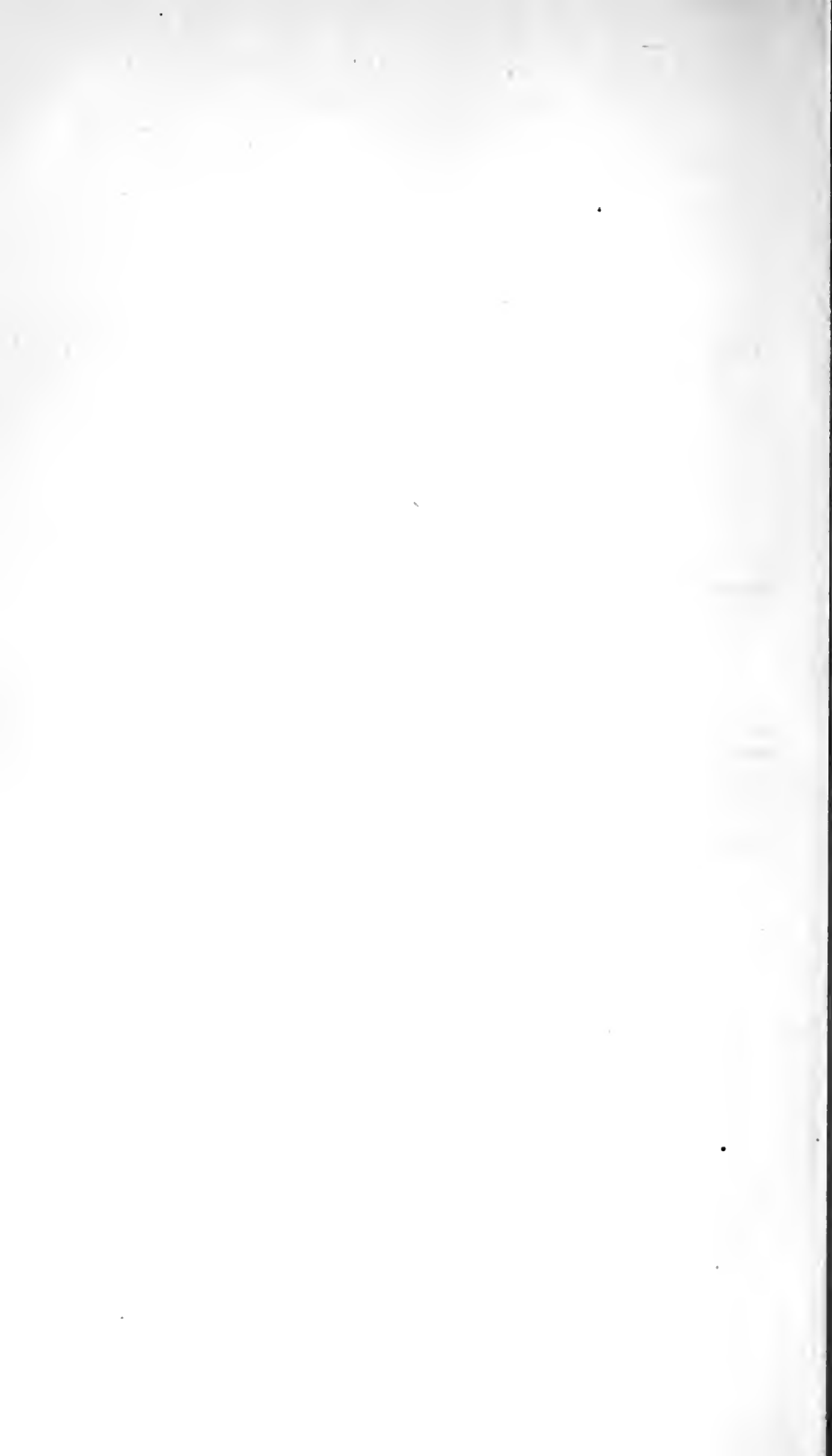
SCHOOL YEARS 1872 AND 1873.



SACRAMENTO:

T. A. SPRINGER, STATE PRINTER.

1873.



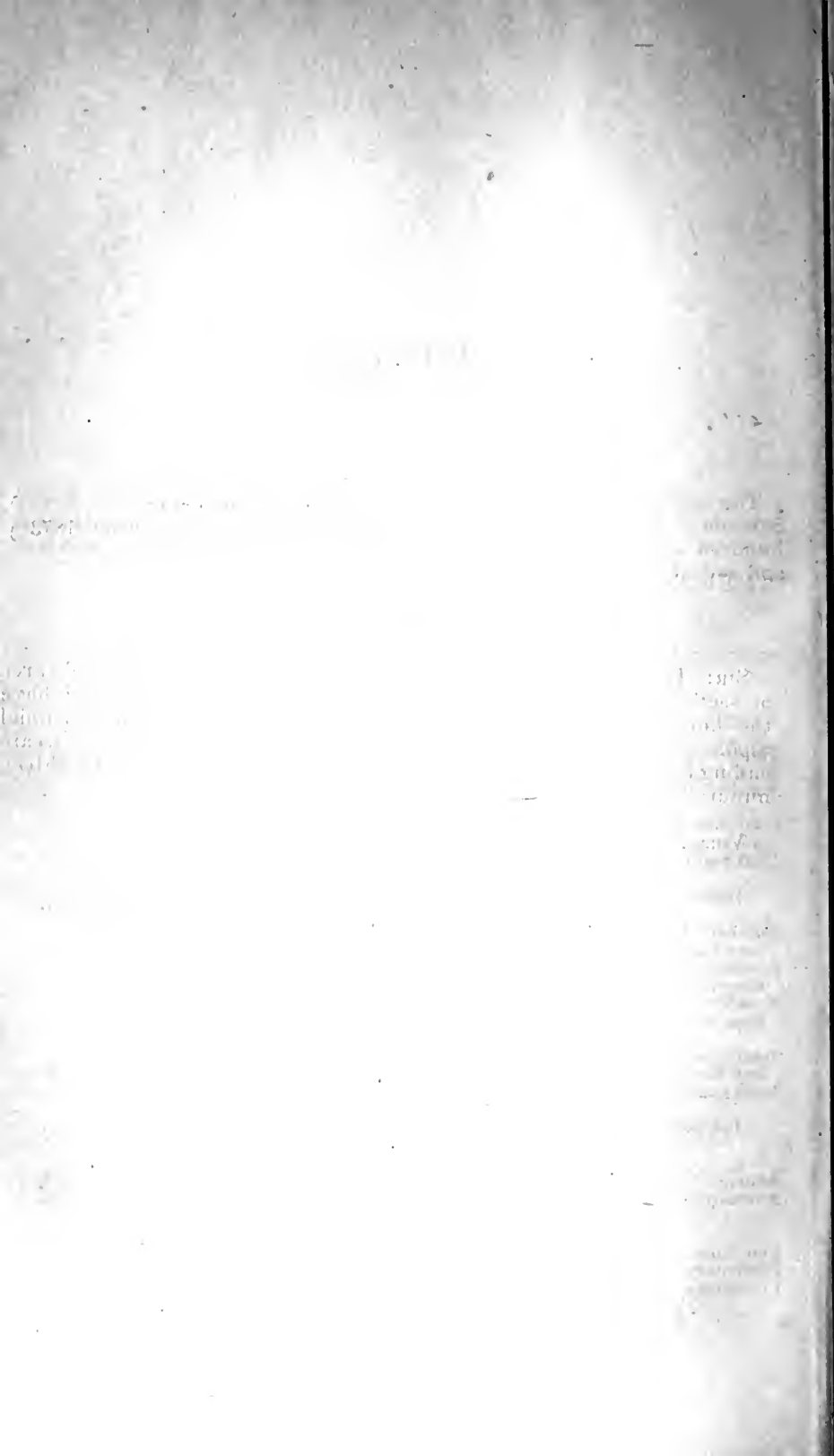
DEPARTMENT OF PUBLIC INSTRUCTION, }
SACRAMENTO, November 1st, 1873. }

To His Excellency,
NEWTON BOOTH,
Governor of California:

SIR: In accordance with the provisions of subdivisions two and three of section fifteen hundred and thirty-two of the Political Code, I have the honor herewith to submit to your Excellency the fifth biennial report of the Superintendent of Public Instruction for the school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.

Very respectfully, your obedient servant,

HENRY N. BOLANDER,
Superintendent of Public Instruction.



REPORT.

The actual and comparative condition and progress of the Public Schools of California, for the two years commencing July first, eighteen hundred and seventy-one, and ending June thirtieth, eighteen hundred and seventy-three, may be summarized as follows:

CENSUS STATISTICS.

	1872.	1873.
Number of white children between the ages of five and fifteen years...	135,198	139,596
Number of negro children between the ages of five and fifteen years...	874	944
Number of Indian children between the ages of five and fifteen years.	1,279	1,070
Total number of census children between the ages of five and fifteen years.....	137,351	141,610
Total number of census children in 1871.....		130,116
Increase.....		11,494
Number of white children who have attended public schools at any time during the school year.....	92,255	97,018
Number of negro children who have attended public schools at any time during the school year.....	385	458
Number of Indian children who have attended public schools at any time during the school year.....	144	205
Total number of census children who have attended public schools at any time during the school year.....	92,784	97,681
Total number in 1871.....		83,628
Increase.....		14,053
Average number of census children belonging to public schools.....	71,481	71,170
Average daily attendance of census children.....	64,375	63,063
Percentage of total number enrolled.....	67.55	68.96
Percentage of average number belonging.....	52.04	50.26
Percentage of daily attendance.....	46.86	44.53

SCHOOL FACILITIES OF CENSUS CHILDREN FOR 1873.

	Total number enrolled.	Average number belonging.	Average daily attendance.
In schools maintained ten months or more.....	46,309	33,741	29,895
In schools maintained nine months or more.....	7,598	4,748	4,207
In schools maintained eight months or more.....	18,121	13,203	11,696
In schools maintained seven months or more	7,390	5,384	4,704
In schools maintained six months or more	5,499	4,007	3,550
In schools maintained five months or more	4,942	3,601	3,190
In schools maintained four months or more	2,619	1,904	1,687
In schools maintained three months or more.....	2,840	2,069	1,833
In schools maintained less than three months.....	2,363	1,722	1,526
RECAPITULATION.			
In schools maintained eight months or more.....	72,028	51,692	45,798
In schools maintained less than eight months.....	25,653	18,687	15,490
Percentage of census children in schools main- tained eight months or over	50.86	36.50	32.34
Percentage of census children in schools main- tained less than eight months	18.10	13.19	10.94

	1872.	1873.
Total number of census children who have attended only private schools at any time during the school year.....	13,787	12,507
Total number in 1871.....		15,524
Decrease.....		3,017
Total number of census children who have attended no schools during the school year.....	30,780	31,422
Total number in 1871.....		30,964
Increase.....		458
Percentage of census children enrolled in public schools	67.55	68.96
Percentage of census children enrolled in private schools	10.04	8.84
Percentage of census children attending no schools.....	22.41	22.20

But in order to obtain a correct estimate of the attendance at school of census children, we must take the average number belonging, that is the number of children who can be considered as actual pupils of the public schools, instead of the total number enrolled, as in this number are included all those who attend for so short a time—sometimes only for a day, or at longest for a week—that they cannot be classed as pupils of the public schools. The school attendance will then stand:

	1872.	1873.
Number of census children attending public schools.....	71,481	71,170
Number of census children attending private schools.....	13,787	12,507
Number of census children attending no schools.....	52,083	57,939
Percentage of census children attending public schools.....	52.04	50.26
Percentage of census children attending private schools.....	10.04	8.84
Percentage of census children attending no schools.....	37.92	40.90

SCHOOL STATISTICS.

	1872.	1873.
Total number of school districts.	1,395	1,462
Total number in 1871.....		1,326
Increase		136
Number of districts maintaining a ten months' school.....		135
Number of districts maintaining a nine months' school		100
Number of districts maintaining an eight months' school.....		402
Number of districts maintaining a seven months' school.....		188
Number of districts maintaining a six months' school.....		173
Number of districts maintaining a five months' school.....		153
Number of districts maintaining a four months' school.....		97
Number of districts maintaining a three months' school.....		142
Number of districts maintaining school less than three months.....		72
RECAPITULATION.		
Number of districts maintaining school eight months or over.....		637
Number of districts maintaining school less than eight months.....		825
Number of first grade schools.....	318	465
Number of second grade schools.....	643	761
Number of third grade schools.....	693	642
Total number of schools.....	1,654	1,868
Total number of schools in 1871.....		1,550
Increase		318
Whole number of boys enrolled on register.....	49,764	56,247
Whole number of girls enrolled on register.....	44,956	51,346
Total number enrolled.....	94,720	107,593
Total number enrolled in 1871.....		91,332
Increase		16,261
Number enrolled between the ages of five and fifteen years.....	92,784	97,681
Number enrolled over fifteen years of age.....	1,936	9,912
Average number belonging.....	72,972	78,395

SCHOOL STATISTICS—Continued.

	1872.	1873.
Average number belonging in 1871.....		72,031
Increase.....		6,364
Average daily attendance.....	65,700	69,461
Average daily attendance in 1871.....		64,286
Increase		5,175
Percentage of average number belonging.....	77.04	72.86
Percentage of average daily attendance on total number enrolled.....	69.36	64.56
Percentage of average daily attendance on average number belonging.....	90.03	88.60
Number of male teachers.....	881	882
Number of female teachers.....	1,420	1,454
Total number of teachers.....	2,301	2,336
Total number of teachers in 1871.....		2,052
Increase.....		284
Average number of months schools were maintained, for all the schools of the State.....		6.14
Average number of months schools were maintained for all the schools of the State in 1871.....		6.15
Decrease.....		0.01
Number of schools for colored children.....	24	22
Number of schools for colored children in 1871.....		20
Increase		2
Number of pupils attending schools for colored children.....	537	414
Number of pupils attending schools for colored children in 1871.....		510
Decrease.....		96

FINANCIAL STATISTICS.

RECEIPTS.

	1872.	1873.
Received from State apportionments.....	\$424,021 85	\$430,219 60
Received from State apportionments in 1871.....		423,550 89
Increase.....		\$6,668 71
Received from county apportionments.....	\$988,636 21	\$1,179,072 45
Received from county apportionments in 1871.....		889,622 86
Increase.....		\$289,449 59
Received from district taxes.....	\$261,306 90	\$362,525 05
Received from district taxes in 1871.....		144,265 93
Increase.....		\$218,259 12
Received from rate-bills, subscriptions, and miscellaneous sources.....	\$232,075 22	\$310,502 30
Received from rate-bills, subscriptions, and miscellaneous sources in 1871.....		212,151 60
Increase.....		\$98,350 70
Total receipts (including balance on hand at beginning of the school year).....	\$2,131,783 58	\$2,551,779 07
Total receipts (including balance on hand at beginning of the school year) in 1871.....		1,884,586 84
Increase.....		\$667,192 23

FINANCIAL STATISTICS—Continued.

	1872.	1873.
Percentage of school funds from State apportionments.....	19.89	12.94
Percentage of school funds from State apportionments in 1871.....		22.47
Decrease.....		9.53
Percentage of school funds from county apportionments	46.38	46.26
Percentage of school funds from county apportionments in 1871.....		47.21
Decrease.....		.95
Percentage of school funds from other sources.....	33.73	40.80
Percentage of school funds from other sources in 1871.....		30.32
Increase.....		10.48
Amount of State apportionment per census child.....	\$3.30	\$3.18
Amount of State apportionment per census child in 1871.....		3.56
Decrease.....		.38
Amount of county apportionments per census child.....	\$7.60	\$8.58
Amount of county apportionments per census child in 1871.....		7.31
Increase		\$1.27
Amount from other sources per census child.....	\$5.53	\$6.86
Amount from other sources per census child in 1871....		4.69
Increase		\$2.17

EXPENDITURES.

	1872.	1873.
Paid for teachers' salaries.....	\$1,282,799 15	\$1,434,366 93
Paid for rent, repairs, fuel, and contingent expenses.....	277,900 99	275,674 71
Paid for school libraries	25,793 54	24,879 48
Paid for school apparatus.....	4,720 13	4,365 70
Total current expenses.....	\$1,591,213 81	\$1,739,286 82
Total current expenses in 1871		1,311,050 08
Increase		\$428,236 74
Paid for sites, buildings, and school furniture.....	\$290,119 01	\$374,069 44
Paid for sites, buildings, and school furniture in 1871.....		390,158 50
Decrease.....		\$16,089 06
Total expenditures.....	\$1,881,332 82	\$2,113,356 25
Total expenditures in 1871.....		1,701,208 58
Increase.....		\$412,147 67

FINANCIAL STATEMENT—Continued.

Average amount needed for a ten months' school, for every teacher employed...	\$1,087 22
Average amount needed for a nine months' school, for every teacher employed...	758 84
Average amount needed for an eight months' school, for every teacher employed.....	699 00
Average amount needed for a seven months' school, for every teacher employed.....	549 33
Average amount needed for a six months' school, for every teacher employed...	439 06
Average amount needed for a five months' school, for every teacher employed...	394 53
Average amount needed for a four months' school, for every teacher employed..	318 93
Average amount needed for a three months' school, for every teacher employed..	230 48

	1872.	1873.
Average monthly wages paid to male teachers.....	\$80 82	\$84 28
Average monthly wages paid to male teachers in 1871.....	.....	74 58
Increase.....	.....	\$9 70
Average monthly wages paid to female teachers.....	\$66 33	\$63 37
Average monthly wages paid to female teachers in 1871.....	.....	60 69
Increase.....	.....	\$2 68

SCHOOL PROPERTY.

	1872.	1873.
Valuation of lots, school houses, and furniture.....	\$3,685,912 58	\$3,896,553 25
Valuation of school libraries.....	108,098 88	124,256 81
Valuation of school apparatus.....	28,651 69	36,605 39
Total valuation of school property.....	\$3,822,663 15	\$4,057,415 45
Total valuation of school property in 1871.....	.....	3,362,580 18
Increase.....	.....	\$694,835 27

COMPULSORY EDUCATION.

In the preceding summaries, I have endeavored to exhibit the condition and progress of the public schools of the State. I have given special attention to the collecting and collating of the data which are necessary to the consideration of two questions which preëminently claim the serious attention of the people and Legislature of California. The first, called by some the most important school question of modern times, may be stated as follows: How shall we arrest the evils of non-

attendance and truancy, and secure to every child of the State the rights and benefits of education? The second question relates to the ways and means of providing for every district of the State sufficient and equal educational facilities.

The following statistics will show the attendance at public and private schools, and the non-attendance and truancy of census children, for a period of eight years. It would be misleading to include in this table the statistics previous to eighteen hundred and sixty-six, as up to that year children between four and eighteen years of age were listed on the school census, and since then only children between five and fifteen years of age.

The statistics given in the first table are taken from the Census Marshals' reports. The statistics given in the second table are computed as follows: The percentages of the average number belonging are taken from the teachers' reports, and are computed on the total number enrolled in schools, including in this number, of course, all children over fifteen years of age. The same percentages are retained in computing the percentages of the average number of census children belonging to public schools. There may be a greater irregularity of attendance by children over fifteen years of age, especially in country districts, but any errors arising from this source are more than balanced by the number of children over five years of age who do not enter a school until seven years of age, or more. In eighteen hundred and seventy-three, the average number belonging to public schools was 72.86 per cent of the total number enrolled in the schools; 72.86 per cent of ninety-seven thousand six hundred and eighty-one, the number of census children enrolled in public schools, gives us seventy-one thousand one hundred and seventy as the average number of census children belonging to public schools, or 50.26 per cent of the total number of census children. In other words, though of one hundred and forty-one thousand six hundred and ten census children listed by the Census Marshals, ninety-seven thousand six hundred and eighty-one, or 68.96 per cent, were enrolled in public schools, yet only seventy-one thousand one hundred and seventy, or 50.26 per cent, attended school regularly enough to be entitled to be considered as pupils of public schools. The difference between ninety-seven thousand six hundred and eighty-one and seventy-one thousand one hundred and seventy will give us the number of census children which must be classed as truants, that is, children of very irregular attendance; and 18.70, the difference between 68.96 and 50.26, will be the percentage of truancy.

Year.	Listed on census.	Enrolled in public schools.	Percentage enrolled.	Enrolled in private schools.	Percentage.	Attended no school.	Percentage.
1866...	85,152	37,906	44.51	25,475	29.92	21,771	25.57
1867...	94,349	54,726	58.00	18,182	19.38	21,441	22.62
1868...	102,183	60,946	59.64	17,654	17.28	23,583	23.08
1869...	110,642	67,834	61.31	17,344	15.68	25,464	23.01
1870...	121,751	70,030	57.44	24,054	20.33	27,007	22.23
1871...	130,116	83,628	64.27	17,029	13.50	29,459	22.64
1872...	137,351	92,255	67.55	13,787	10.04	30,780	22.41
1873...	141,610	97,681	68.96	12,507	8.84	31,422	22.19

Year.	Listed on census.	Average number belonging to public schools.	Percentage.	Percentage of truancy on number of census children.	Percentage of non-attendance and truancy combined.
1866.....	85,152	28,232	33.15	11.36	36.93
1867.....	94,349	41,411	43.89	14.11	36.73
1868.....	102,183	45,667	44.69	14.95	38.03
1869.....	110,642	52,168	47.15	14.16	37.17
1870.....	121,751	50,155	41.19	16.25	38.48
1871.....	130,116	65,949	50.68	13.59	36.23
1872.....	137,351	71,481	52.04	15.51	37.92
1873.....	141,610	71,170	50.26	18.71	40.90

Two facts are brought prominently to view by the above statistics: the steadily increasing popularity of public schools, and the almost inappreciable abatement of the evils of non-attendance and truancy. In eight short years the attendance at private schools has decreased 21.08 per cent; fifteen thousand two hundred and ninety-four children, in a total of one hundred and forty-one thousand six hundred and ten, have been transferred from private schools to public schools. No greater tribute can be paid to the popularity of our public school system.

But while we are steadily gaining for our public schools the support of those who were at first opposed or indifferent to them, we have signally failed to impress that large class of people who, through self-interest, carelessness, or ignorance, ignore the claims of their children to the rights and benefits of at least a common school education. To have reduced in eight years the non-attendance only 3.38 per cent, or four thousand seven hundred and eighty-six in a total of one hundred and forty-one thousand six hundred and ten, and to find that truancy has increased 7.35 per cent, and now amounts to twenty-six thousand four hundred and ninety-five in a total of one hundred and forty-one thousand six hundred and ten, is a very discouraging showing for our State.

It may be claimed that this is a gloomier showing than the facts warrant. There is little ground for such belief if based upon supposed inaccuracies in taking the census. County Superintendents and Census Marshals were repeatedly instructed to list in the number attending public schools, every child which had attended a public school at any time during the school year, no matter for how short a time, if even only for a day. That this instruction was closely followed, is proved by the number of children which formed the average number belonging to public schools; of ninety-seven thousand six hundred and eighty-one listed as having attended public schools at any time during the school year, only seventy-one thousand one hundred and seventy of these have attended long enough and regularly enough to be entitled to be considered as pupils of the public schools. That even among this number a large percentage was irregular in attendance, is proved by the fact that the average daily attendance was only sixty-three thousand and sixty-three, 83.60 per cent on the average number belonging, or 44.53 on the total number of census children.

For listing the number in attendance at private schools, the instruction was to exclude all who had at any time during the school year, if only for a day, attended public schools. This instruction was necessary

because the custom had been that if a child had attended both public and private schools, it was so listed. This was especially the case in districts in which private schools were maintained at the close of the public schools; and I have many districts on record in which the attendance at private schools nearly or fully equals the attendance at public schools, and both together far exceed the total number of census children. And this has been the case even in the reports for eighteen hundred and seventy-three, and instead of a shortage there is most likely an excess in the attendance at private schools. For, if in any case the sum of the attendance at public and private schools and the non-attendance, exceeded the total number of census children, the excess was invariably deducted from the non-attendance, making the latter less than the real number. This will seem less doubtful if we bear in mind the natural reluctance of parents to acknowledge that their children are attending no school whatever.

However gloomy, then, the educational outlook of California may be, I am convinced that the above statistics present a fairer view than would be warranted by the facts, could they be accurately ascertained. At the same time, I am fully convinced that, now that once the real extent of the growing evils of non-attendance and truancy has been exhibited, the remedy will be promptly and unshrinkingly applied.

To the question, "What is this remedy?" only one answer can be given, or at least only one answer has thus far been found. Admitted that education forms the only secure foundation and bulwark of a *republican* form of government, if not of every form of government; admitted that the universality of education becomes thus of vital importance to the State; and admitted that the exigencies of the case not only empower but compel the State to provide all the facilities necessary to enable every child to acquire at least a common school education, and we are forced to the conclusion that it is not only the privilege, but the duty of the State, to compel every parent to bestow upon his children at least the education which the State places within his reach.

Education is one of the primary conditions necessary to the very existence of a civilized government. This proposition is so well established and universally acknowledged as to have become trite, and any further consideration of it, beyond its mere enunciation, is unnecessary. The extension and intensity of education in a nation will determine the degree of the nation's civilization, and the degree in which a nation's government is a government "for the people and by the people." This latter office of education has received the fullest recognition in the United States, and every State has declared its conviction that "knowledge and learning generally diffused through a community are essential to the preservation of a free government."

The fundamental idea of government is "the protection of society and its members, the security of property and person, the administration of justice therefor, and the united efforts of society to furnish the means to authority to carry out these objects." The first means thus furnished to authority are the powers of prescribing and enforcing "rules of action" or laws, and to punish any infraction of these laws; that is, to punish crime. But a still higher power than the mere defining and punishing of crime has been delegated by society to authority, namely, the power to prevent crime by diminishing and, if possible, removing altogether the causes of crime. Fear of punishment helps to repress crime, but only as far as detection is quick and sure, and punishment swift and certain. The repressing or removing of the motives or

temptations to commit crime not only represses crime, but prevents crime by making its commission impossible from its unreasonableness.

"Illiteracy is incipient crime," or, as Dr. Lyman Beecher expresses it, "Uneducated mind is educated vice." Experience has given this proposition the force of an axiom in sociology. But there is not only a necessary direct relation between illiteracy and crime; there is also a necessary direct relation between illiteracy and pauperism; and as there is no less a necessary direct relation between pauperism and crime, we have crime once more as a resultant—crime as a direct result of illiteracy; crime as an indirect result through the medium of pauperism, but no other ultimate result than crime.

Hence, in every scheme of civilized government education has been recognized as the only force sufficient to diminish and remove the causes of crime. But education has another office. From the loss of supremacy in manufactures to the terrible downfall of a warrior nation before a student nation, history teaches the lesson: education is the first condition necessary to the prosperity of a nation.

History teaches still another lesson: education will be generally diffused only under a system of public schools; that is, under a system in which either the State by direct taxation raises the funds necessary to support for a definite length of time the schools needed to give every child a common school education, or the State compels the different municipalities to establish and maintain such schools. The American States have generally chosen the former alternative; thus testifying, in the most emphatic manner, that as the prosperity, nay, the very existence of the State, depends upon education, so education shall be the first and paramount care of the State.

California, in common with her sister States, in her organic law, makes it the duty of the Legislature to "provide for a system of common schools, by which a school shall be kept up and supported in each district at least three months in every year." And, as if in a yearly popular ratification of this provision of the Constitution, we find the people from year to year more and more willing and eager to support our public school system, not only by availing themselves of the facilities it affords, but also by voluntarily taxing themselves in its support. The marked decreased percentage of children attending private schools, is not more remarkable than the almost enormous taxes the people lay upon themselves, if the maintaining of the public schools is at stake. And the different Legislatures of California have not been more illiberal than the people. As a former State Superintendent remarked to me, "no Legislature has ever yet refused to grant increased State aid, if it could be shown that the schools required it." People and Legislature have always held that "the public school is the cheapest defense of the nation;" that "it is a wise and effective system of police by which property and life and the peace of society are secured."

And why is the "*public* school the cheapest defense of the nation?" Why do we exclude the *private* school? Because the *public* school is the only school open to children whose parents are unable to pay for tuition; and did the State make no provision for such children, a majority of them would swell the ranks of the illiterate, and increase the number of recruits to the ranks of those against whose depredations and violence a system of police, of public hospitals, almshouses, etc., is our only protection.

It is also plain that the public schools contain: first, the children of all those who have the will and means to educate their children under

any circumstances, in public schools if possible, in private schools if necessary; secondly, the children of all those who are willing enough, but unable to educate their children in any but public schools; and thirdly, all the children whom the constant preaching, out of season and in season, "of the gospel of universal education by free public schools, the only gospel of political safety," has reclaimed from parental ignorance, carelessness, or cupidity.

And the question arises, then, "Shall the intemperate, the indolent, the thriftless, who do not contribute to the general welfare of the State, and yet receive its protection and enjoy its privileges, being in a minority, be permitted to transmit their ignorance through their children, prevent the successful operation of the law, and so defeat the will of the majority upon a question so interwoven with our highest interest, and our very existence as a free State? Just here let us remember, that the priceless boon of a free school is of incalculably more importance to the non-taxpayers than to any other class; for the property holders, as a class, will educate their children, under any financial system. Now, if the State, for high social, moral, and political reasons, can justly coerce the property holders * * * into the support of universal, free education, * * * can it not, ought it not, for every reason, to insist that the children in whose interest the law was passed, and for whom such ample provision is made, shall avail themselves of the proffered opportunities of instruction?"

And from the friends of compulsory education in Pennsylvania we receive the answer: "Of the right and duty, and of the real humanity of compelling children to attend school, we have no doubt; and any measure which rescues children from the demoralizing effects of parental carelessness or cupidity, and which does all that can be done to save society from the deplorable effects of adult ignorance and stolidity, is quite within the limits of wise and far-seeing legislation, and is the best fruit of the most comprehensive statesmanship."

Chancellor Kent says: "A parent who sends his son into the world *uneducated* and without skill in any art or science, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen and bequeaths to it a nuisance." Society has empowered authority to abate this nuisance which imperils the moral and intellectual health of the community, just as society has empowered authority to abate those physical nuisances which imperil the physical health of the community; and as society makes it the imperative duty of authority to compel every member of the community to avail himself of the means provided for the abating of physical nuisances, so society makes it, or should make it, the imperative duty of authority to compel every member of the community to avail himself of the means provided for the abatement of moral and mental nuisances. In other words, education must be made obligatory.

"Let but the shadow of approaching pestilence touch our shores, and instantly the hygienic decrees of municipal Legislatures and Boards of Health are as stern and absolute as the edicts of the Cæsars. Every incoming ship is brought-to at quarantine as peremptorily as if she meditated a bombardment of the city; and if she should fail to respect the signal, a shot across her bows would be speedily followed by another *amidships*. The vessel may be returning from a long voyage; no taint of disease may in fact be on board; hundreds of weary people may be within a league of their homes; no heed is paid to them; *pestilence* threatens the great city, and the ship shall not proceed till inspected by

the Health Officer. Read the proclamations that ring through the city at such times, commanding all men everywhere instantly to remove every nuisance, and to cleanse and disinfect their premises. And upon the least reported neglect, see the officers and employes of the health brigade, hurrying and swarming through the city, searching the dark purlieus, entering every suspected house, breaking down doors if opposed, peering into squalid nooks and corners, issuing peremptory orders, and *compelling* everybody, rich or poor, to obey the commands of the sanitary Board, or else themselves doing what is required, and compelling the owners to pay the expense. Only last Summer, when the death rate in New York increased so frightfully under the dog-day heats of July, some twenty-five families, the papers say, were actually turned temporarily into the streets, driven out of their dwelling places by the police, because the reeking dens in which they lived imperiled the public health.

"So the ordinary enactments concerning nuisances—the regulation of markets and market-places—the obstruction of streets and alleys—the abuse of public parks and buildings—the erection of houses within the fire limits—rules and ordinances in respect to vaccination, and other things innumerable. They are all compulsory—sternly so. They all, in one sense, abridge the personal liberty of the individual citizen; but because the *public good demands them*, they are enforced. And now, when the country is menaced by an evil which no quarantine can avert; when a malady is fastening itself upon the body politic that is beyond the skill of the Boards of Health; when a shadow is settling down upon the country the end whereof may be political death, and the people see it and know it, and there is but one remedy, why should it not be applied?"—[HON. NEWTON BATEMAN.]

But what is meant by compulsory or obligatory education? Simply a law enforcing the education of children. To illustrate, I quote a section of a bill on this subject, introduced into our Legislature last session:

"The People of the State of California, represented in Senate and Assembly, do enact as follows:

"SECTION 1. Every parent, guardian, or other person in the State of California, having control and charge of any child or children between the ages of seven and fourteen years, shall be required to send any such child or children to a public school for a period of at least twelve weeks in each school year, commencing on the first day of July, in the year of our Lord one thousand eight hundred and seventy-two, unless such child or children are excused from such attendance by the Board of Education of the city, or city and county, or of the Trustees of the school district in which such parents, guardians, or other persons reside, upon its being shown to their satisfaction that his or her bodily or mental condition has been such as to prevent attendance at school or application to study for the period required, or that such child or children are taught in a private school or at home in such branches as are usually taught in the primary schools of this State, or have already acquired a good knowledge of such branches; *provided*, in case a public school shall not be taught for three months during the year within three miles by the nearest traveled road of the residence of any person within the school district, he shall not be liable to the provisions of this Act."

Hon. B. G. Northrop, Secretary of the State Board of Education of Connecticut, has fully stated and answered the objections usually urged against obligatory education. Mr. Northrop frankly avows that his former objections to obligatory attendance were fully removed by

observations recently made in Europe. He states that "with growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants," he "contends for authority of the law, with its sterner sanctions to fall back upon in extreme cases. Where parental pride, interest, or authority fail, and juvenile perverseness is otherwise incorrigible, legal coercion should be employed." The importance of the subject will warrant me in giving a rather lengthy quotation, setting forth the views of Mr. Northrop:

"Mingling much with plain people in Germany and other countries where attendance at school is compulsory, I sought in every way to learn their sentiments on this question. After the fullest inquiry in Prussia, especially among the laborers of all sorts, I nowhere heard a word of objection to this law. The masses everywhere favor it. They say education is a necessity for all. They realize that the school is their privilege. They prize it and are proud of it. Attendance is voluntary in fact. Nobody seems to think of coercion. The law is operative, but it executes itself because it is right and beneficent, and commands universal approval. It is only the legal expression of the public will.

"Universal education, more than anything else, has fraternized the great German nation. It has improved her social life, ennobled her homes, promoted private virtue, comfort, and thrift, and secured general prosperity in peace. It has given her unequalled prestige and power in war. 'Whatever you would have appear in a nation's life, that you must put into its schools,' was long since a Prussian motto. The school has there been the prime agent of loyalty. Love of country is the germ it long ago planted in the heart of every child. The fruit now matured, gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to fatherland is the characteristic sentiment of the German people. Shall such a people, with such a history, complain of compulsory attendance? This law itself has been a teacher of the nation. It has everywhere proclaimed the necessity and dignity of the public school. Kings and nobles and ministers of State have combined to confirm and diffuse this sentiment, till now it pervades and assimilates all classes.

"The absence of complaint about coercive attendance is not due, as some have supposed, to an enforced reticence or restraint. Proofs of the utmost freedom of speech abound. The Prussian military system is a grievous burden to the people. They dread it and bitterly denounce it. The law which takes every young man from his friends, his business, and his home, for three weary years of military service is hard, and is freely condemned. Many young families have left their fatherland for America, and thousands more are now planning to emigrate in order to escape this arbitrary conscription. But even the father, who is most aggrieved by the army draft, lauds the school draft.

"In various parts of Prussia and Saxony, I inquired of School Directors, parents, and others, 'Do you have any difficulty in executing the coercive law?' The answers were all substantially the same. 'Many years ago,' replied one, 'there was some opposition; but the results of the law have commended it to all, and they obey it without complaint, and almost without exception.' The present generation of parents having themselves experienced its advantages, are its advocates. Said a resident of Dresden, 'A healthy child, of school age, can hardly be found in the city which has not attended school.' Were the question of compulsory attendance to be decided to-morrow in Saxony, by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the law. The people would sooner increase than relax its vigor. I nowhere learned of any recent cases of punishment for infractions of it. In many cases, I was assured, the penalty is practically unknown.

"The principle of obligatory instruction was advocated by the people before it was enacted by the government. The address of Luther to the municipal corporations, in fifteen hundred and fifty-four, contains the earliest defense of it within my knowledge, in which he says: 'Ah, if a State in time of war can oblige its citizens to take up the sword and the musket, has it not still more the power, and is it not its duty, to compel them to instruct their children, since we are all engaged in a most serious warfare waged with the spirit of evil, which rages in our midst seeking to depopulate the State of its virtuous men? It is my desire, above all things else, that every child should go to school, or be sent there by a magistrate.'

"The germ of this system in Prussia is found in a decree of Frederick II. in seventeen hundred and sixty-three: 'We will that all our subjects, parents, guardians, and masters, send to school those children for whom they are responsible, boys and girls, from their fifth year to the age of fourteen.' This royal order was revived in seventeen hundred and ninety-four, and in the Code of eighteen hundred and nineteen made more stringent, with severe penalties; first, warnings, then small fines, doubling the fines for repeated offenses, and, finally, imprisonment of parents, guardians, and masters.

"The penalties now are:

"First—Admonition, in the form of a note of warning from the President of the local School Commission.

"Second—Summons to appear before the School Commission, with a reprimand from the presiding officer.

"Third—Complaint to the magistrate by the Commission, who usually exacts a fine of twenty cents, and, for a second offense, forty cents; for a third, eighty cents, doubling the fine for each repetition of the offense.

"The registers of attendance and absence are kept with scrupulous exactness by the teacher, and delivered to the President of the School Commission. Excuses are accepted for illness, exceedingly severe weather, great distance from school, and sometimes on account of the pressure of work in harvest time.

"What are the objections to such a law in Connecticut? So far as I have heard, they are the following:

"1. Such a law would create a new crime. I reply, it ought to. To bring up children in ignorance is a crime, and should be treated as such. As the most prolific source of criminality, it should be under the ban of legal condemnation, and the restraint of legal punishment. All modern civilization and legislation has made new crimes. Barbarism recognizes but few. To employ children in factories who are under ten years of age, or who have not attended school, or to employ minors under eighteen years of age more than twelve hours a day, is each a new crime.

"2. It interferes with the liberty of parents. I reply again, it ought to, when they are incapacitated by vice, and other causes, for the performance of essential duties as parents. Many other laws limit personal liberty. The requisition to serve on juries, or to aid the Sheriff in arresting criminals, or the exactions of military service in the hour of the country's need—these and many laws do this. If the law may prohibit the owner from practicing cruelty on his horse or ox, it may restrain the parent from dwarfing the mind or debasing the character of his child. If the State may imprison and punish juvenile criminals, it may remove the causes of their crime, and its consequence of loss, injury, and shame. The child has rights not even a parent may violate. He may not rob his child of the sacred right of a good education. The law would justly punish the parent for starving his child, and more mischief is done by starving the mind than by famishing the body. The right of a parent to his children is founded on his ability and disposition to supply their wants of body and mind. When a parent is disqualified by intemperance, cruelty, or insanity, society justly assumes the control of the children. In ancient Greece, the law gave almost unlimited authority to the parent over his offspring. The same is true in some semi-barbarous nations now. In all Christian lands, the rights of the parent are held to imply certain correlative duties, and the duty to educate is as positive as to feed and clothe. Neglected children, when not orphans in fact, are virtually such, their parents ignoring their duties, and thus forfeiting their rights as parents. The State should protect the helpless, and especially these, its defenseless wards, who otherwise will be vicious as well as weak.

"3. It arrogates new power by the government. So do all quarantine and hygienic regulations and laws for abatement of nuisances. Now ignorance is as noxious as the most offensive nuisance, and more destructive than bodily contagions. Self-protection is the fundamental law of society.

"4. It is un-American and unadapted to our free institutions. To put the question in its most offensive form, it may be asked, 'Would you have policemen drag your children to school?' I answer, 'Yes, if it will prevent his dragging them to jail a few years hence.' But this law in our land would invoke no 'dragging,' and no police espionage, or inquisitorial searches. With the annual enumeration and the school registers in hand, and the aid of teachers and others most conservant in each district, school officers could easily learn who are the absentees.

"There is no country of the world more jealous of liberty and more averse to any form of usurpation than our sister Republic of Switzerland. It rejoices in being the land of freedom. It glories in free schools, free speech, free press, free trade, free roads, free bridges; for its roads, though the best in Europe, are without tolls, and even the most costly suspension bridges are free. It has freedom in religion, freedom in traveling, no passports being required, and no examination of luggage, no standing army, and no gendarmes brandishing the threatening hand of power, as everywhere else in Europe, and yet this free people, in all their twenty-two cantons, except four of the smallest, choose for themselves the system of compulsory attendance.

"In our country there is every assurance of kindness and conciliation in the execution of the law. The plan is truly democratic, for its entire management is for the people and by the people, through the school officers chosen by them and responsible to them. There is a large margin left in the construction of the law on our statute book in reference to children discharged from factory or other work for the purpose of attendance at school. The people plainly approve that law, stringent as are its provisions. I have heard no opposition to it in any part of the State. The only objection made to it, within my knowledge, is its limitation to the parents and guardians of those children who are *hired out*. They ask, 'While we are justly required to send our children to school, why are the parents of children unemployed, it may be the idle and vicious, excused?' This has the look of class legislation. Make this law impartial and universal in its application and you remove the only real objection as yet urged against it. This growing class of idle and ignorant children now claim our earnest attention. This law has already accomplished

great good, and brought into our schools many children, otherwise absentees. There have been no penalties, no prosecutions even. The law itself has been a moral force. It is itself an effective advocate of education to the very class who need it most. Were the same law made universal in its application, I anticipate no opposition, no infliction of penalties, no legal processes whatever. The silent authority of the law will add force to the other arguments and persuasions which must ever be our chief reliance. It will encourage the friends of the public schools to increased efforts in urging upon the indifferent and ignorant the great advantages of education. In the construction of the proposed law, also, there will be a large margin; there will be conciliation and careful consideration of the circumstances and extenuations of each case.

"It is largely through immigration that the number of ignorant, vagrant, and criminal youth has recently multiplied to an extent truly alarming in some of our cities. Their depravity is sometimes defiant, and their resistance to moral suasion is obstinate. When personal effort and persuasion, and organized benevolence have utterly failed, let the law take them in hand, first, to the public school, and if there incorrigible, then to the reform school. Those who need education most and prize it least are fit subjects for coercion, when all persuasives are in vain. The great influx of this foreign element has so far changed the condition of society as to require new legislation to meet the new exigency. The logic of events demand the recognition of compulsion, for we have imported parents so imbruted as to compel their young children to work for their grog, and even to beg and steal in the streets when they should be in schools.

"5. Compulsory education is monarchical in its origin and history. Common as is this impression, it is erroneous. Connecticut may justly claim to be one of the first States in the world to establish the principle of compulsory education. On this point our earliest laws were most rigid. They need but slight modification to adapt them to the changed circumstances of the present. Before the peace of Westphalia, before Prussia existed as a kingdom, and while Frederick William was only 'elector of Brandenburg,' Connecticut adopted coercive education. * * *

"In our early history, public opinion as heartily indorsed the principle of compulsory attendance, or, rather, so thoroughly believed in the necessity of universal education, and so generally desired and secured it for children and wards, that attendance lost its involuntary character. No doubt the law itself, originally, contributed to diffuse and deepen this sentiment. If at first it was the cause, it became at length only the expression of public opinion. The requirements of this law, that 'THE BARBARISM' of ignorance should not be tolerated in any family, helped to make it disgraceful to keep even an apprentice from school. To bring up a child or ward in ignorance was shameful and BARBAROUS in the eyes of our fathers. This is still the sentiment of the genuine Connecticut 'Yankee.' High appreciation of education is one of the most precious traditions of our State. To it we owe our growth, prosperity, and liberty. But now we are a polyglot people. Immigrants from every nation in Europe abound, and some have come from Asia and the islands of the sea. The Germans and Jews, the Hollanders, Scotch, Swedes, and Swiss, almost without exception, and most of the Irish, favor universal education. But there have come among us many others, ignorant themselves, and caring not if their children grow up like them. They are so ignorant as to be insensible to the evils of illiteracy. Yet, on the other hand, there is a growing number of immigrants, who, realizing how they have suffered all their lives from ignorance, desire a good education for their children.

"6. The most plausible objection to such a law is, that it would sometimes bring hardship upon poor parents; but our existing law provides for extreme cases, and authorizes the School Visitors to make such exceptions as necessity may require. The language of the statute is: 'Unless the School Visitors of the town in which such child may reside, shall excuse the child from such attendance, on its being shown to their satisfaction that the physical or mental condition of such child, or the pecuniary necessities of the parents, are such as to render such attendance inexpedient or impracticable.'

"Indeed, we have all the legislation needed, if we strike out the single clause which virtually limits the application of the law to the poor, or to those who are 'hired out' to work. We should thus obliterate all the complaint made against our existing law, viz.: that it is partial, and applies to only one class. It excuses the rich and the lazy, and binds only the *working* classes. The law says: 'Every parent, guardian, or other person, having control or charge of any child, between the ages of six and fourteen years, *who has been temporarily discharged from employment in any business, in order to be afforded an opportunity to receive instruction or schooling*, shall send such child to some public or private day school, for a period for which such child may have been so discharged.'

"If by reason of wealth, indolence, or vice, any children are not employed in some factory or other business, and are not discharged from such service in order to receive instruction or schooling, their parents or guardians are not affected by this law. The modification proposed would extend its application to all classes. It would then read: 'Every parent, guardian, or other person, having control and charge of any child between the ages of six and fourteen years, shall send such child to some public or private day school, or otherwise provide for the regular instruction of such child, for a period of at least three months in each year, unless the School Visitors of the town in which such child may reside, shall excuse the child from such attendance, on its being shown to their satis-

faction that the physical or mental condition of such child, or the pecuniary necessities of the parents, are such as to render such attendance inexpedient or impracticable.'

"The last provision above quoted, removes the objection of seeming severity to the poor. No public officers will show more sympathy to them than the School Visitors. In their hands, the administration of the law will be kind and paternal. The right to enforce will be used mainly as an argument to persuade—an authoritative appeal to their good sense and parental pride. If any parents are too poor to send their children to school, individual charities, or town benefactions, cannot be better expended than for their relief. It is a short sighted policy to permit indigence to perpetuate ignorance. The poor should not be left to transmit their poverty, by robbing their children of the sacred rights of education. If the schooling of all should involve some hardship, evils more and greater far would follow from ignorance. Better stint the stomach for three months a year, if need be, than famish the mind for life. There need be, and in this land of plenty, there would be no starvation of the body, while that education is insured which will lessen the amount of hardship and poverty a thousand fold.

"7. It has been objected that the school system has taken so deep a root in the sympathies and social habits of the German people, that attendance would be just as large without the law as it is now. It may be so. But so far from being an objection, this fact is strong proof of the efficiency of that law which has itself helped create so healthful a public sentiment. Were the law to be abrogated to-morrow, the individual and general interest in public education would remain. The same might have been said of Connecticut for more than one hundred and seventy years after the adoption of compulsory education. During all that period, a native of this State of mature age unable to read the English language, would have been looked upon as a prodigy. Still, in Connecticut, as well as in Germany, it was the law itself which greatly aided in awakening public interest, and in fixing the habits, associations, and traditions of the people.

"8. It has been said that in some countries, without any coercive law, the attendance is as good as in Prussia or Saxony with such a law. This is simply a mistake. Holland has been cited as an illustration of this statement. But while the Dutch show commendable zeal for public schools, the attendance is not relatively as large as in Prussia, and illiteracy is by no means so rare as in Germany; but Holland has, indirectly, a system of compulsory attendance. It denies certain immunities and privileges and honors to the uneducated. The parents of children who are not instructed up to a required standard, cannot receive relief from certain charitable institutions. The ban of legal condemnation falls upon them as truly, though not as effectively, as in Prussia.

"In Rotterdam, Hague, Amsterdam, and elsewhere in Holland, I was assured that the working classes regard the school law as practically compulsory. No one is permitted to teach, even in a private school, who has not been duly 'examined and approved,' and the public supervision includes private as well as public schools.

"The tendency throughout all Europe is more than ever toward the recognition of the right and duty of the State to educate its entire population. Public sentiment, educated by recent events, now connects ignorance with crime, and poverty with individual and national weakness, as cause and effect. Sadova taught Austria, and indeed all Europe, a salutary lesson. 'Defeated in war, let it be our policy to excel in the arts of peace!' became the national idea under the inspiration of Count Beust. There was nothing so wasting of zeal and strength in the mad cry of revenge, as now in prostrate France. Austria was not unwilling to learn from an enemy, and adopted the educational system of her conqueror. Her school system was reorganized and vitalized, and the principle of compulsory attendance was made prominent. Education is obligatory in Denmark, Norway, Sweden, and also in Switzerland, except in the four small Cantons of Geneva, Schwyz, Uri, and Unterwalden. The total population of these cantons is less than one seventeenth that of the whole nation. The new school law of Italy provides for both free schools and obligatory attendance, and includes the following important 'civil service reform': 'No one can be appointed to any State, Provincial, or Communal office whatever, who cannot read and write.'

"More than thirty years ago, Guizot, in his educational report to the French Government, ably opposed obligatory education, but the recent experience of France has changed his views, and now he is its earnest advocate. That one of his advanced age, long amongst the foremost men of France both as a scholar and statesman, cautious yet positive in his convictions, a historian in his tastes and studies and therefore conservative, should now stoutly advocate that compulsory system which he so successfully opposed when himself the Minister of Public Instruction in eighteen hundred and thirty-three, is significant. The logic of events during the last forty years proves that the very system which he largely originated is unsuited to the wants of the nation and the age. M. Jules Simon, the Minister of Public Instruction, explained to me his plan for the reorganization of Primary Instruction, by making it both gratuitous and compulsory. The penalties were to be a maximum fine of one hundred francs and *loss of suffrage for three years*. After the year eighteen hundred and eighty, no citizen was to become a voter who could not read and write. But his bill is likely to fail at Versailles. While Thiers proposed an increase of eighty millions in the budget for the army, he said nothing for education. Even under Napoleon, fifteen times more was spent for the army than for education, including primary, secondary, and superior. The provisions for superior education were liberal, and absorbed

nearly one half of the whole appropriation; leaving the primary schools most meager, both in quantity and quality. The Ultramontane party, now dominant, stoutly oppose both gratuitous and obligatory instruction, and little is likely to be done for the better education of the masses. The objection that obligatory instruction would challenge resistance as an act of usurpation, seems ludicrous in a land where military conscription and the most rigorous police surveillance are universal and unresisted. Gambetta, as well as Guizot and the liberal republicans, strongly advocate obligatory education. Even the Commune favored universal and compulsory education, as also do the majority of the Parisians still. The opposition comes from the clerical and conservative parties.

"The school law of England *permits* all local Boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favor of making compulsory attendance national and universal, instead of permissive. As one of many illustrations of this change, Rev. Canon Kingsley, formerly favoring non-compulsion, now advocates the compulsory principle. He says: 'Let the public keep in mind this broad, ugly, dangerous, disgraceful fact: there are now one million three hundred and eighty thousand children in this kingdom who ought to be attending school, but who are not; one million three hundred and eighty thousand children growing up in ignorance, in a country which calls herself civilized, but which will be called by a very different epithet some two hundred years hence, unless she mends her way speedily.'

"The motto of the National Educational League, of which George Dixon, M. P., is President, is: 'EDUCATION MUST BE UNIVERSAL, UNSECTARIAN, COMPULSORY.' At the late General Conference of Non-Conformists, held at Manchester, January, eighteen hundred and seventy-two, and attended by one thousand eight hundred and eighty-five delegates, there seemed to be a great unanimity in favor of enforced attendance. This assembly was as remarkable in its character as in its numbers. The argument of Mr. Jacob Bright, M. P., on this subject, was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance. He illustrated its effects by quoting from the report of the Stockport School Board, where the whole attendance had increased thirty-six per cent, and the average, twenty-six per cent. To give his own words: 'The improvement in Stockport and elsewhere under this system proves that compulsory attendance should be the absolute law throughout the entire kingdom.'

"The laboring classes are not opposed to such a law. They would welcome it. In England the working classes are all asking for a *national compulsory* system of education. By invitation of A. J. Mundella, M. P., I attended the National Trades' Union Congress, held at Nottingham, for the week beginning January eighth, eighteen hundred and seventy-two. That body seemed unanimous in favor of compulsory attendance. One of the leading members, an able and effective speaker, said that in large and crowded assemblies of working men he had often distinctly asked: 'Do you agree with me that we want a national compulsory system of education?' and not a dissenting voice had he ever heard from the workmen. * * * * *

"Obligatory attendance is a corollary from the compulsory school tax. The power that claims public money for the purpose of educating and elevating all classes may justly provide that such public expenditure shall not fail of its appropriate end through the vice, intemperance, or perverseness of parents. The State has the same right to compel the ignorant to learn that it has to compel the penurious to pay for that learning. If education is of universal interest, it must be universal in its diffusion. Many taxpayers have said to me: 'If you compel us, who have no children, to support schools for the good of the State, you must effectively provide that the children of the State fail not to share the advantages thus provided. While we, willing or unwilling, must support the schools, the children, by constraint if not from choice, should attend school.'

"Universal suffrage involves the necessity of universal education. Self-protection is the first law of the State, as of individuals. To perpetuate ignorance would be suicidal to the State."

If obligatory education is needed in Connecticut, whose total percentage of truancy and non-attendance is a little over nine per cent, what shall we, in California, say, where the total percentage of truancy and non-attendance is over forty per cent? Dare we stop short of compulsory education; dare we leave well enough alone; dare we still rely upon the voluntary system, and try yet a little longer to see whether the thousands of youths now attending only the "street school" will not voluntarily enter our private or public schools, and breathe purer air than tobacco smoke and whisky fumes; hear other words than gross profanity, and low, vile conversation; sing other songs than ribald songs; learn to live for a higher purpose than to roam the streets from day to day, and night to night, aping the vices and crimes of adults, and even openly defying authority, and anxious only to live as de-

bauchées, thieves, and, yea, even as murderers? Is our class of harpies who prey upon the community not yet large enough, and not yet numerous enough represented by youth ranging from the tenderest years to majority? Let the police records of every city, every town of California answer.

The only time the people have had an opportunity to express their will, they have declared themselves overwhelmingly in favor of compulsory education. Since then the fearful increase of "hoodlumism" has made the question one of vital importance. And to save themselves from the rapidly increasing herd of non-producers, who must be supported by the community at large, to save themselves from the wretches who prey upon society like wild beasts, some demand already that a law for compulsory education be supplemented by a law requiring the State to establish and maintain labor schools, school ships, industrial, and technical schools. The times demand not only that children be educated in the common English branches, but, also, that children be educated how to work.

But as a preliminary step, California must take her stand with Massachusetts, Connecticut, Maryland, Michigan, New Hampshire, Rhode Island, Nevada, and other States, and by law enforce the education of her children.

In conclusion, I call attention to two articles, hereto appended, copied from the report of the United States Commissioner of Education for eighteen hundred and seventy-two. The first article treats of the "Relation Between Crime and Education;" the second, of the "Relation Between Education and Pauperism."

THE RELATION BETWEEN CRIME AND EDUCATION.

BY EDWARD D. MANSFIELD, LL. D.

Quetelet, the most philosophical statistician of Europe, says that "society prepares the crime which the criminal commits."

This is true, in not only a real, but most profoundly moral and philosophical sense. Then what is society, or what is its preparation for individuals? And how? We may imagine a single person, or, rather, a single family of persons, living alone upon earth without any other law than their natural instincts. They are a law unto themselves. But we do not now find such persons. In fact, history knows mankind only as an association of many individuals, allied together by some common laws. This association we call civil society, and it is defined by laws, civil, social, and natural; and it acts upon individuals as the great forces of nature act upon particles of matter. But as society is a moral and not a physical being, it is responsible for the forces it puts in motion and the direction they take. It is responsible for the civil laws and the social laws it creates and enforces. It is bound to recognize the natural laws of human action. It is bound to know that want creates temptation; that passions must be restrained; that ignorance is blind and weak.

Society must recognize these facts, and it is bound to provide against the evils which result from them. If it fails to do this, it fails not only in its obligations to the law of God, but to the laws of its own existence. But if Quetelet's proposition be true, and we hold it is strictly so, then society has failed in some of these obligations. How does it fail? In what has it prepared crime? If we were to examine the apparent or superficial elements of crime only, we might imagine that society has done all it could for its prevention. Does not the statute law name and affix a punishment to every conceivable crime? Are not the officers of justice in pursuit of the criminal? Do not the Courts condemn him? Is he not sent to prison or to death? Certainly. But in all this we see rather the revenge of society than either prevention or reform. Prevention there is, to the extent of a salutary fear of punishment; but has society sought prevention to the extent of its power? Unquestionably, it will be agreed on all hands that prevention is the thing to be sought. If all crimes could be prevented, there would be no need of either punishment or reform. But we find that in all the earlier ages of civilization prevention of crime was

never sought except by the fear of punishment, and reform not at all. In the last century, especially within a few years, reform has been the special object of inquiry in the criminal system, and particularly in regard to human regulations. But great humanity to prisoners is only merciful to them, not society; and if it were possible to reform all the criminals in the country, it would be nothing to the great column of advancing criminals continually pressing forward. When we have reformed every criminal—an obvious impossibility—how shall society prevent crimes? That is the only real problem presented in the philosophy of criminal jurisprudence.

Quetelet says, "Society prepares the crime which the criminal commits." What does he mean? How does it prepare it? The influences of society are both positive and negative. When society enacts criminal laws, punishes crimes, erects penitentiaries, and endeavors to reform the criminal, it acts by positive means, and by those only. But where are its negative influences, on one side or the other? Let us illustrate this idea. A. B. was born into this world, not under advantageous circumstances. First of all, he was born poor. Secondly, because he was poor he was uneducated to a large degree, and therefore knew little of right or wrong. Thirdly, he saw just before him on the street a "coffee-house," "restaurant," "saloon," and he felt despondent and entered, becoming a regular customer. Was that his fault? Thus we see that A. B. was the victim of the negative influences of society. Society did not educate him. Society did not require that he should have any religious education. Society did not furnish him with work. Society did offer him the temptation of drink, and did not supply his wants. Thus society, in any fair and honest meaning of the word, did prepare the crimes which the criminal committed. What has society to say to this fact? Simply, and it is the truth, that society has not arrived at its perfection, that its progress is slow, and that this grand result of prevention must be among the last achievements of human progress.

One of the great facts revealed by statistics is, that in the same moral condition of society, the same proportion of crimes will be brought out. And why not? This was proved by Quetelet, in his statistics; was observed by Madam De Staël; and is made much of by Buckle, in his "History of Civilization." Buckle and others have made use of this to prove the very reverse of what is the fact; that is, they assume it as a law of fatality, which is just contrary to the fact. Quetelet makes no such mistake. He admits, and so states, that this apparently invariable proportion will depend upon the condition of society. If the moral condition of society changes, then this apparently uniform proportion will change also.

In the report for eighteen hundred and sixty-one of the Commissioner of Statistics for the State of Ohio we find the following: "The great mass of crimes, however, keeps an exact proportion to the population, and, unless the moral condition of society is changed, will continue to do so. Each year will reproduce the same amount of folly, immorality, and physical excitement, and from this again the same amount of crime. There is no department of statistics which has brought out more remarkable facts or more valuable results than this. It would scarcely be credible, if it were not absolutely proved by the statistics of France, Germany, and the United States, that a community having once subjected itself to certain vicious temptations and influences, must thenceforth produce and endure the same annual amount of crime, suffering, and injury against the happiness of society, in spite of all laws and all the machinery of restraint which can be invented or enforced. The condition of society remaining the same, the same crimes must result. It is, however, a most mischievous fallacy to suppose that, therefore, these results can not be changed, and that there is an inscrutable fate reproducing the same social evils, without any human power to change results. They will return with the same social condition, but there is no necessity that the same social condition should remain. Society has the power of self-reform. It has the power to take away temptation: to reward virtue; to encourage industry; and to restrain vice. It has the power to defend the individual against social wrongs and temptations which impair his peace and prosperity, quite as much as to embody armies and defend property. For what other purpose was government formed or law enacted?"

In the report of the Bureau of Education for eighteen hundred and seventy-one, it was shown that in New England a large number of crimes were caused by ignorance, and a large number by intemperance. On this state of facts, the question comes squarely up: "Has society a right to allow ignorance and intemperance, when they cause crime; when, in fact, they are the great causes of crime?" Society contents itself with punishing crimes, and with making a feeble attempt to reform the criminal. But while it is doing this, it prepares the crime for the criminal to commit. How? By its negative influence. It refuses to prevent crime. How? Society knows that ignorance is blind; that the poor, ignorant man rushes into crime, as he rushes into any thing before him, in total ignorance of the results. Hence the fear of punishment does not deter him, for he hardly ever knows anything of the law, and is too ignorant of consequences to be afraid. So, also, society knows that the temptations of the "saloon," the grog-shop (by whatever name called), will tempt the weak and ignorant till their inflamed passions lead to crime.

Thus society prepares the crime by its negative influences—its refusal to prevent the causes of crime. So long as society presents the same moral conditions, so long it will present the same proportion of crime; but society has the moral power of self-reform. Shall it be said that society refuses to exercise this power?

The only part of this question we propose to consider here directly is that of education. All civilized nations are now convinced of the necessity of education, if it were only as a measure of defense. But if it were not so, a mere glance at the comparative conditions, in regard to crime, of educated and barbarous nations, would strike the inquiring mind with conviction. If we go to any barbarous people, such as the rude tribes of Africa, or the aboriginals of the South Sea, we find that such crimes as stealing, homicide, and impurity, are the rule, not the exception. Neither property nor person is safe in such countries beyond the restraint which fear and necessity impose upon such barbarous peoples. The case is not much better in China, which, apparently more civilized, is, nevertheless, deficient in moral education.

The general fact is apparent that education is a force restraining vice and crime. Where it is purely intellectual, it restrains by teaching the truth expressed in the homely proverb, that "honesty is the best policy." Where it rises to the dignity of a Christian education, it teaches not only the restraint of the intellect, but the higher restraint of the conscience. In either case it is a restraining force, a moral power, over the appetites and passions of men.

Such being the general fact, we shall endeavor to demonstrate it by the statistics both of Europe and America, the latter being derived directly from the prisons, jails, and reformatories of the several States.

THE RELATION OF CRIME TO EDUCATION IN EUROPE.

For the power to exhibit this subject as regards Europe, we are indebted to Dr. E. C. Wines, who, as Commissioner of the United States Government to organize the International Prison Congress, propounded a series of questions while traveling in Europe during eighteen hundred and seventy-one. Many of the reports were made under the direct supervision of the Government, and the figures may be taken as thoroughly reliable. We shall use here only the totals, disregarding minor details. In this way we shall present the relation of crime to education in Europe in the most striking view.

FRANCE.

Of this country, Malte Brun, the scientific geographer, begins his account thus: "The influence of France may be compared to that which ancient Greece possessed over the civilized world. The French language has become the language of Courts and Embassadors; the literature of the same people has been admired by the enlightened of every nation. The inference of the reader from this declaration must be that the French are really an educated people, and producing the highest results of education in the fruits of humanity and civilization. But if this were said of what is really the nation, that is, of a great mass of the people, it would be entirely untrue, and furnish a signal proof of the superficial manner in which history is written."

In another part of his work, Malte Brun (quoting the tables of Balbi) shows the number of scholars (pupils in school) to be one in twenty-three of the population. The number of children and youth in the public schools of Ohio is rather more than one in four of the whole population. The number in the schools of France was at that time (eighteen hundred and thirty-two) only one sixth the number in proportion to the State of Ohio, or, in other words, of the number that ought to be in school in order to educate the whole people. This is corroborated by another statement, that, in eighteen hundred and thirty-three, out of thirty-eight thousand French communities, fourteen thousand were without any schools! In the meantime, great efforts were made to increase popular education; but in eighteen hundred and seventy there were still eight hundred communities totally without schools.

It is said there are now five million children attending school, but as the population of France is now thirty-seven million, even all that are now claimed to be in school is only one in 7.4—that is to say, only about one half of what would be if the whole people were educated.

In eighteen hundred and fifty-six there were only sixty-three thousand primary schools, which, at the usual proportion of pupils, would give about four million five hundred thousand pupils, which corresponds with what has been stated, allowing for the increase of one million two hundred thousand since eighteen hundred and fifty-six, as stated by the French Government.

Looking, then, to the facts above given, that in eighteen hundred and thirty-two only one sixth of the French people were educated at all; that in eighteen hundred and fifty-six less than one half were educated, and that in eighteen hundred and seventy, only a half, we shall be within bounds when we say that in eighteen hundred and seventy more than half the French nation were not educated at all. Now let us look at the number and proportion of crimes committed in such a population. Let us take such general facts as we have, without reference to details.

Malte Brun gives the average number of births annually at about nine hundred thousand, of which seventy-four thousand were illegitimate. This is over eight per cent of the

whole. If we were to go into any neighborhood we should find each thirteenth child illegitimate. This shows how far ignorance has depraved the morals of the lower classes of the people. But as late as the past year (eighteen hundred and seventy-one) it is stated in the papers that there had been four thousand five hundred suicides in the City of Paris, which is two hundred fold the proportion which is found in the State of Ohio. If we suppose this to be exaggerated, or as a consequence of the recent war, there will be enough of this tremendous fact remaining to show how the want of the restraining force of education (especially of moral education) affects the very life of society.

Let us now proceed to trace the effect of this great ignorance in France on the number and character of crimes. The record is the most startling and convincing of anything we have seen in the annals of statistics. Dr. E. C. Wines gives this statement, derived from the best authorities:

Whole number of persons under arrest from 1867 to 1869.	444,133
Number unable to read	442,194
Or.....	95.63 per cent.
Average number of convicts from 1866 to 1868.....	18,643
Number unable to read.....	16,015
Or	87.28 per cent.
Average number of juvenile prisoners from 1866 to 1868.....	8,139
Number unable to read.....	6,607
Or.....	81.14 per cent.

We have shown above that at least half of the French people is in a state of total ignorance. Let us assume it as just half. At that time France had, in round numbers, thirty-six millions of people. Then we find these proportions, viz:

In eighteen millions of people "unable to read and write," there were four hundred and forty-two thousand one hundred and ninety-four arrests; that is, one in forty-one.

In eighteen millions of people who were commonly educated, there were one thousand nine hundred and thirty-nine arrests; that is, one in nine thousand two hundred and ninety-one.

Thus proving the proportion of criminals in the uneducated classes to be two hundred and twenty-six times as great as that of the educated classes.

The reader may say: "This is an exaggerated case, and, while the facts are apparently true, this proportion will not hold good in other countries."

We shall show in the sequence that the same general principle is true, and that when the people of different countries are more and more educated, then this proportion diminishes, until, if we could imagine such a thing, society would present itself on the one hand thoroughly educated, and on the other hand without crime and without reproach.

ENGLAND.

Our mother country is, in every just sense of the word, England. We therefore look with curious interest to the condition of her education, and its influence upon the production or the cure of crime. Let us look at the facts.

Dr. Wines gives the following figures:

Committed to county or borough prisons.....	157,223
Could neither read nor write.....	53,265
Proportion of totally ignorant.....	34 per cent.

IRELAND.

Wholly illiterate, or very imperfectly educated:

Males	21.74 per cent.
Females	63.24 per cent.

BELGIUM.

Unable to read	49 per cent.
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SWITZERLAND.

Average of criminals unable to read through all prisons.....	83 per cent.
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The prisons of Lenzbourg, Saint Galle, Neuchatel, give these special figures:

Illiterate.....	25.3	per cent.
Inferior education.....	36.9	per cent.
Passable education.....	30.4	per cent.
Good education.....	4.3	per cent.

ITALY.

Illiterate in ordinary prisons.....	40	per cent.
Illiterate in bagnios (prisons of high grade).....	30	per cent.

NETHERLANDS.

Unable to read.....	35 to 38	per cent.
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From the above we find that the proportion of criminals totally ignorant varies in different countries of Europe from thirty-five to ninety-five per cent; but this does not show the whole truth, for, in the reports from prisons in the United States, it is almost universally said that but few of the whole number have anything more than the lowest kind of education; and doubtless this is true of Europe. These statistics prove that in Europe ignorance among criminals is the rule, and education the exception.

Let us now examine this question more minutely in regard to our own country.

THE RELATION OF CRIME TO EDUCATION IN THE UNITED STATES.

Mr. F. B. Sanborne, of Massachusetts, in a report prepared for the International Prison Congress, has made some general remarks upon the statistics of American prisoners, which are very correct. He says: "The general condition of American prisoners, in point of education, is low, yet they are not so extremely illiterate as criminals are in many countries, if we except the colored criminals of the South.

"In Massachusetts, for a period of eight years past, the statistics show very *nearly one third* of all prisoners to be wholly illiterate, yet, in the highest prison, at Charlestown, the proportion of illiterate convicts, since the beginning of eighteen hundred and sixty-four, has been scarcely more than one in ten."

What Mr. Sanborne has remarked of Massachusetts, is in the main true of the whole United States, as will be seen from the numerous tables hereto annexed.

In the great aggregate of criminals the number of the *totally illiterate* is very large, but is by no means so large as in Europe, for the reason that no part of our country is so densely ignorant as many parts of Europe. So, also, on the other hand, there are some prisons where the number of the illiterate is small, because they are special prisons of cities, where the better educated criminals are apt to be confined. But we need not remark upon these facts till we exhibit the great mass of prison statistics we have gathered from the Middle and Western States.

The statements following give partial returns from seventeen States; all of them but three from the Middle and Western States. The aggregates, in regard to education, sum up as follows, viz:

Aggregate of prisoners.....	110,538
Aggregate of whites.....	91,427
Aggregate of blacks.....	6,396
Aggregate of foreign born.....	57,824
Aggregate of native born.....	41,942
Aggregate of those who can read and write.....	82,812
Aggregate of those who can read only.....	5,931
Aggregate of those who have no education.....	21,650

The discrepancies between the general aggregates and those for color and nativity are caused by the fact that, in some prisons, no record was kept of sex, color, or nativity. And here we take leave to make a general remark on the value of statistics.

All the advances in statesmanship (and it must be admitted there have been great advances in the last century), are due wholly (in connection with the more enlightened teachings of Christianity) to the advance of the science of statistics. If all the legislators, statesmen, and preachers in the world knew precisely the state of facts in society, they could legislate and preach with vastly more effect. Hence, in reference to the subject before us, if we had the exact statistics in regard to the whole prior condition of the criminals, we should know almost exactly how crime was caused, and what measures would, if possible, prevent it. But the statistics of prisons are not only defective in many particulars, but they are inconsistent. One prison gives the statistics of one set of elements, and another of another, and no one of all that ought to be given.

When a prisoner enters a prison, the keeper of that prison should define him exactly as a man of science defines a mineral, an animal, or a bug. He should describe his physical characteristics; his previous social status in regard to parentage, color, condition, and education, moral, religious, and intellectual; his religious, or his want of religious education, and his habits of life in regard to temperance or intemperance; his industry or idleness. These facts may be obtained, and they would be invaluable. They would show all the causes of crime, and, in showing them, would show the only means of prevention. In regard to the above aggregate facts, it may be observed:

1. That the whole number of those who can "read only" is described in the reports as in fact "very ignorant." To have learned to spell out words and read a little gives no real knowledge.

2. That the prison reports almost uniformly speak of the great number of those who "can read and write," as very deficient in education.

The general conclusion is that the great mass of prisoners is very ignorant; but, in order to see this more clearly and understand it more thoroughly, we shall analyze in the sequel the special reports of the prisons. In the meanwhile the general conclusions of the aggregates above, including the observations of the prison keepers, are as follows:

The totally ignorant, as shown by those having no education, are	22 per cent.
The totally ignorant and very ignorant	25 per cent.
The very deficient, including these and a large share of those who can read and write	50 per cent.

These proportions are, in regard to the ignorant, much below those of Europe; and they ought to be, for it is beyond all doubt that, except the negroes of the South, the mass of the people of the United States is much better educated than in Europe. This is especially the case in New England, New York, and the central States of the Northwest. But in either case the general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that, in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime.

Just so far, therefore, as society neglects to educate the people, just so far does it prepare the crime which the criminal commits.

Let us now examine our statistics in detail, with regard to color, nativity, and religious education.

In regard to sections of the country, taking the State prisons and jails of New York and Pennsylvania (deducting the metropolitan police reports), as representatives of the Middle States, we have these results, viz:

Aggregate number	12,772
Aggregate number of whites	11,268
Aggregate number of colored	1,465
Aggregate number of foreign born	4,658
Aggregate number of native born	8,003
Aggregate number of those who can read and write	8,501
Aggregate number of those who can read only	1,774
Aggregate number of those who have no education	2,360

The proportions are:

The totally ignorant	19 per cent.
The totally ignorant and very ignorant	33 per cent.
The very deficient, at least	60 per cent.

Let us now take the prisons and jails of the central Northwest, which includes the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Here we have the statistics of thirty penitentiaries, work-houses, and jails, a sufficient number and variety to give a complete view of the subject in those States. The results are as follows, viz:

Aggregate number	18,931
Aggregate number of whites	14,362
Aggregate number of colored	1,524
Aggregate number of foreign born	4,078
Aggregate number of native born	4,851
Aggregate number of those who can read and write	8,722
Aggregate number of those who can read only	955
Aggregate number of those who have no education	6,565

The proportions are:

Totally ignorant.....	40 per cent.
Totally and very ignorant.....	46 per cent.
The very deficient, at least	75 per cent.

Let us now take the States west of the Mississippi to the Pacific. Of these we have the reports of four State prisons in the States of Minnesota, Iowa, Kansas, and California. The results are:

General aggregate	1,957
General aggregate of whites.....	1,187
General aggregate of colored.....	205
General aggregate of foreign born.....	503
General aggregate of native born.....	696
General aggregate of those who can read and write.....	1,333
General aggregate of those who can read only.....	221
General aggregate of those who have no education	403

The proportions are:

Totally ignorant.....	21 per cent.
Totally and very ignorant.....	31 per cent.
The very deficient, at least.....	50 per cent.

Now, let us take the only States that we have of those formerly slave States, where the negro population prevails, viz: Maryland, Kentucky, Tennessee, Georgia, South Carolina. In these States the results are:

Aggregate number of prisoners	4,087
Aggregate number of whites	1,997
Aggregate number of colored	2,090
Aggregate number of foreign born	267
Aggregate number of native born	3,485
Aggregate number of those who can read and write.....	965
Aggregate number of those who cannot read and write.....	1,435

The States of Georgia and Tennessee, having one thousand one hundred and twenty-four prisoners, made no return of the state of education, and were otherwise defective. In the two thousand four hundred returned, the following are the proportions of educated and uneducated, viz:

Totally ignorant.....	60 per cent.
Very deficient, fully	85 per cent.

Thus we see that in the midst of the South, where the colored population is almost totally ignorant, we have the first approach in the United States to the educational condition of France in eighteen hundred and thirty-two, and of much of Europe now. Comparing the several sections of the country as presented in the above tables, and including those who can read only (and that is usually very little) among the totally ignorant, we have these proportions. Those called "very deficient" are put down in a low estimate, made from universal testimony of prison keepers:

Totally ignorant—very deficient.

In New York and Pennsylvania.....	33 per cent to 60 per cent.
Central Northwest.....	46 per cent to 75 per cent.
West and Pacific.....	31 per cent to 50 per cent.
The South.....	60 per cent to 85 per cent.

The returns from the "West and Pacific" are deficient, and therefore not a fair test. This, and the fact that the great body of miners are really intelligent men, make the reasons why that section seems to have less ignorance among criminals.

THE PROPORTION OF CRIMINALS TO THE ILLITERATE POPULATION IN REGARD TO EDUCATION.

Here we come to test facts in regard to the influence of ignorance in producing crime. If the proportion of ignorant criminals to the whole number should prove greatly above that of the illiterate to the whole population, it will be a fact conclusive that ignorance is one great cause of crime. Fortunately, the returns of education and illiteracy embodied in the census of eighteen hundred and seventy, will enable us to examine this question and obtain reliable results.

Taking the returns of the census of eighteen hundred and seventy in connection with the tables we have above given, we have the proportions below, premising, however, that, as all prisoners are above ten years of age, so we have taken from the "illiterate" in the census only those above ten years of age.

Illiterate Criminals.

In New York and Pennsylvania.....	4	per cent to 33 per cent.
In Central West.....	3½	per cent to 46 per cent.
In West and Pacific.....	3	per cent to 31 per cent.
In the South.....	22	per cent to 60 per cent.

It appears, therefore, that in the Middle States the proportion of illiterate criminals is eightfold the proportion of illiterate people; in the Central West it is thirteenfold; and in the West and Pacific States it is tenfold. In the South it is only *threefold*; but this is caused by the great mass of colored people, who make up a large portion of the whole people, and, being nine tenths of them wholly ignorant, furnish the great mass of criminals. When the still larger white population is counted in it makes the disproportion of the illiterate criminals less. As to colored people only it is very great. But we see in the above proportions the great fact that ignorance is one of the great causes of crime. We do not seek to exaggerate that fact. The figures we give show it in its naked deformity, and we leave the fact to the contemplation of our readers. But in the meantime, let us look at how this fact will operate in an intelligent American community. Let us see exactly how it will operate in New York or Pennsylvania. Let us take ten thousand people as the unit of measure. The result will be, according to the above proportions:

People.....	10,000
Illiterate.....	400
Estimated prisoners.....	40
Prisoners illiterate.....	35
Others.....	5

The "others" means only a very common education. What, then, is the practical result? That because four hundred persons out of ten thousand have been kept *totally* ignorant, the county or municipality has seven times as many criminals as it need have, and seven times as much expense and evil of all kinds resulting from it.

Having thus established certain general principles by the incontrovertible testimony of statistics, it will not be inconsequential or uninteresting to give the testimony of some of those who are engaged in the actual management of prisons.

The following statement, made by the Superintendent of the Detroit House of Correction, gives the general facts and causes of crime nearly as correctly as can be obtained from the general averages of the most extended table of statistics:

"Of the eight thousand seven hundred and forty-four prisoners, forty-four per cent were under thirty years of age; sixty-five per cent acknowledged themselves habitually intemperate; sixty-five per cent were living out of the family relation; only fifty-seven per cent claimed to be able to read and write; forty-three per cent acknowledging themselves without any education at all. The whole eight thousand seven hundred and forty-four, almost without exception, were poor and generally penniless on their admission to the institution. This fact, so generally true of criminals, must bear relation to their criminality. The impvidence that makes the spendthrift and pauper produces also the sensuality and selfishness that seek the means of indulgence without self-denial or regard for consequences."

Professor Tarbell, who has the school in the Detroit House of Correction, says:

"Of the one hundred and fifty men who have been examined individually on entering the school during the past six months, twenty-three were entirely ignorant of reading; thirty could read a little, but not well enough to use text books; while ninety-seven could read with tolerable readiness, and some of them with intelligence and expression. From this it appears that thirty-five per cent of those admitted were practically illiterate. In eighteen hundred and sixty-nine there were twenty-nine per cent of this class, and in eighteen hundred and seventy thirty-three per cent. Whether this apparently increasing illiteracy on the part of those committed to the House of Correction be due to the demoralizing effect of the late war on many men of intelligence, and that we are now returning to the more usual state of society in which the vicious are the ignorant, I will not say."

If the censuses of eighteen hundred and fifty, eighteen hundred and sixty, and eighteen hundred and seventy be compared, would not the whole country show the same result in regard to illiterates; and can any other result be obtained without compulsory education?

Mr. Cummings, the moral instructor of the California State Prison, says:

"A great majority of the prisoners on their commitment are illiterate; others have acquired merely the elements of knowledge, without being able to turn their slight educational acquirements to any practical use; while the number who have acquired a systematic or liberal education is so extremely limited that it has been found difficult to supply the classes with suitable teachers. Hence, when these unfortunate men have been approached in a kind and conciliatory spirit, very few have failed to respond in a similar spirit; and when the means of instruction have been provided for them they have eagerly availed themselves of the privileges of the prison school. The progress that many have made in their studies has been truly gratifying, and has demonstrated, not only the practicability, but the great importance, of furnishing educational facilities to prisoners."

The fact that most of those who say they can read and write are "not able to turn their slight educational acquirements to any practical use," is a fact which mere statistics do not show, but which the Warden or Chaplain at once discovers; and that fact is simply, that nine tenths of prisoners have literally no useful education. Mr. Cummings further says:

"The educational acquirements of prisoners here do not differ materially from a general statement that would apply to most prisons in other States. Of four hundred and seventy-eight prisoners committed from April eleventh, eighteen hundred and seventy, to July first, eighteen hundred and seventy-one, two hundred and thirty-two were entirely illiterate; ninety-five could read and write; one hundred and twenty could read and write very imperfectly, while but thirty-one were liberally educated."

Those who could read and write "very imperfectly" may, without error, be put down as uneducated. So that, practically, four fifths of all the California State prisoners were uneducated; and yet this fact does not half appear in the table of statistics.

The Board of Inspectors of the State Penitentiary of Tennessee, say:

"One out of every twenty-five of the entire population of Great Britain is a juvenile delinquent—a destitute vagabond, abandoned, and, in many cases, a law-breaking child before the age of seventeen. While the same proportion of such a class cannot be supposed to exist in this State, still the number is very large, and augmented daily with our increasing population. While no section of the State is entirely free from their presence, our larger cities swarm with them. They are found at every corner, and in every alley; at the doors of the saloon and the theater; at our depots and wharves; here their faces greet you with features pinched by their necessities into expression of premature shrewdness, bordering on villany, totally foreign to the faces of well-cared-for childhood. From the teeming crop of ignorant, neglected, and criminal children is produced the large majority, if not all, of the thieves, counterfeiters, forgers, burglars, robbers, and murderers who fill our penitentiaries; as also those subjects for seduction, and consequent prostitution, who fill the brothels of our cities."

Here is society preparing the crime which the criminal commits. Here is the negative preparation of non-education, and the positive one of temptation.

Mr. Darnell, Keeper of the Georgia Penitentiary, says:

"Of all reformatory agencies, religion is first in importance, because most potent in its actions on the human heart and life. Education is also one of the vital powers in the reformation of fallen men and women, who have generally sinned through the influences of some form of ignorance conjoined with vice. Its tendency is to quicken the intellect, expel old thoughts, give new ideas, supply material for meditation, inspire self-respect, support pride of character, excite to higher aims, open fresh fields of exertion, minister to social and personal improvement, and afford a healthful substitute for low and vicious amusements."

"It is, therefore, a matter of primary importance in the prevention of crime and the improvement of society, as well as the avoiding of that combat between crime and law which, in this country, has been the bane of our prosperity."

We need not cite any further testimony of this kind; this is, in substance, the testimony of all the keepers and officers of penitentiaries, prisons, jails, and reformatories in the country. It is the testimony of human experience on one of the most important points which concern human society. The evidence upon the intimate relation of crime and ignorance is clear, complete, and ample. It may be comprised in two general propositions:

First—That one third of all criminals are totally uneducated, and that four fifths are practically uneducated.

Secondly—That the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education.

If these proportions are true (and we have made rather an underestimate), then, after making due allowance for crimes committed from passion, without regard to education, and crimes, such as forgery, frauds, etc., which require some education, we must come to the conclusion that two thirds of crimes might be avoided by education, but more especially by religious training. Against this fact some one will reply that so also a large number of criminals are intemperate, and, therefore, we may attribute to intemperance a large number of the crimes we now attribute to ignorance. True, if these were parallel causes, but they are not. In the first place, a large number of the intemperate are such

from want of education, and especially from want of moral and religious training. We see a great many educated persons (that is, commonly educated) who are intemperate, but they seldom commit crime. Secondly, many of those committed to prison have become intemperate on account of previous criminal and vicious habits. But we shall not discuss this topic, except so far as to present some statistics both upon intemperance and upon color.

We give the following examples of the traits of prisoners in regard to temperance and intemperance, in some of the principal prisons, viz:

Institution.	Temperate.	Intemperate.
Northern Indiana Prison.....	105	104
Iowa State Penitentiary.....	122	158
Minnesota State Prison.....	41	46
Illinois State Penitentiary.....	672	743
Kentucky State Penitentiary.....	814	1,033
Detroit House of Correction.....	3,045	5,655
Total.....	4,799	7,739

Or in proportions:

Temperate.....	38 per cent.
Intemperate.....	62 per cent.

This proportion is rather larger than that which the statistics show as the *totally ignorant*, but not nearly so large as the *very ignorant* are reported to be by the keepers of penitentiaries, prisons, and jails.

Probably if we had the statistics of every prison and jail in the United States, the result would not be materially different from what we have given above. Let us now look a little at the proportions of the colored people in relation to crime and ignorance, remembering their long enslavement and the prohibition of letters to slaves:

Section.	Population.		Prisoners.	
	White.	Colored.	White.	Colored.
New York and Pennsylvania.....	1,786,826	117,375	11,268	1,465
Central Northwest.....	8,987,572	130,437	14,362	1,524
West and Pacific.....	2,720,272	29,393	1,187	205
South.....	3,568,901	1,680,888	2,058	2,414
Totals.....	23,063,511	1,957,873	28,875	5,608

The above does not contain the population of all the States in those sections, nor by any means all the prisoners, but it does show the proportions of white and colored people, and the proportions of white and colored prisoners; and this is the only purpose for which we have prepared this table.

In New York and Pennsylvania the proportion of colored population to colored prisoners, is eighty to one; but of white population to white prisoners, it is seven hundred to one.

In the central Northwest the proportion of colored population to colored prisoners is ninety to one; but of white population to white prisoners, seven hundred to one.

In the West and Pacific, the proportion of colored population to colored prisoners, is one hundred and forty to one; but of white population to white prisoners, it is two thousand three hundred to one.

In the South, the proportion of colored population to colored prisoners, is seven hundred to one; but of white population to white prisoners, one thousand seven hundred and eighty-four to one.

The only value attached to these proportions is to show that the negro population, being almost entirely ignorant, presents far the larger proportion of criminals. This we might

anticipate, but it is one of many great facts which show that ignorance is really the greatest cause of crime.

The nativity of criminals in the foregoing table is:

Foreign born	57,818
Native born	42,495

The foreign born in the United States are to the native population as one to seven. Hence, the foreign born criminals are to natives nearly in the proportion of ten to one. If, then, society suffers a large portion of its people to be ignorant; if it offers temptation to intemperance; if it neglects to encourage industry; is not the proposition of Quetelet most emphatically proved, that society prepares the crime which the criminal commits?

Can we have a more serious testimony to the duties of society on one hand, or the only means by which society now can be preserved from the destruction which has overtaken all the older nations of the earth?

THE RELATION BETWEEN EDUCATION AND PAUPERISM.

BY E. D. MANSFIELD, LL. D.

Pauperism may be defined as a disease of society—permanent in some measure—because, in the language of Scripture, the poor are “always” with us. Because it is a disease of society, we may and ought to ask, how far is society responsible for it? And how far can society prevent it? The same Scripture which says that these are always with us, says also that society is responsible for all its evils, and that there may be a state of society in which even this disease shall cease.

In addition to this, we find by our own observation that there are communities in which pauperism as a social disease does not exist at all. These are small communities, it is true, but they show the possibility of a state of society in which this great disease will not exist. Then the practical question is, *how* shall we arrive at that result? Can we prevent pauperism? Modern physicians, as well as statisticians, have arrived at the conclusion that a large number of diseases incident to personal humanity are preventable. Is not this equally as true of the diseases of society? Looking upon pauperism as we did upon crimes, is not Quetelet's proposition almost as true of pauperism as of crimes—that society prepares the causes of pauperism? The close and careful observer of society will acknowledge that to be a melancholy fact. If that be so, is it not the first duty of society to consider *how* it prepares for crime and pauperism? And if it does so prepare crime and pauperism, how can it avoid doing that, and how can it prevent the disease?

What do you find to be the actual measures of society in the cases of crime and pauperism? Why the actual measures of society are to make a prison to put criminals in, a jail for the accused, a poorhouse for the pauper, and a house of refuge for vagabond children. But not one of these is a *preventive*. Society, by these measures, is trying to compromise its own wrongs. It made a criminal, and then tries, first to punish him and then to prevent his doing any more mischief.

This is all well, provided we admit that society has any right to cause or permit the causes of crime and pauperism. It is no doubt true that there are natural causes of pauperism which cannot be avoided; and it is equally true that society has provided for these in other ways than those which it provides for pauperism, and ways which neither infer the disgrace of crime nor the reproach of poverty. Happily those whom nature has deprived of faculties or of mind are insensible to the defects of either, and thus the asylums which hold them may be regarded as the depositories of human charity.

Before we go into statistics, let us for a moment look at the causes of pauperism.

1. The greatest natural cause of pauperism is, undoubtedly, infirmities or diseases of the body; but when we look at it carefully we find that this cause makes comparatively few of those in the almshouses and infirmaries, for the reason that society has provided for these in separate institutions. The sick have the hospital; the lunatics, the idiots, the blind, the deaf and dumb, and the maimed soldier, all have institutions expressly provided for them. In such a State as Ohio, for example, there are all of these provisions for infirmities of every kind. There are five lunatic asylums, and there is a provision for every kind of human infirmity. In the infirmaries there are some of the *naturally* disabled, but not very many.

2. The number of those who become paupers from unavoidable misfortunes, is small. There are, doubtless, some of these; but, when we take from persons in the infirmaries who claim to be unfortunates those who are intemperate, or very ignorant, or naturally disabled, we shall find very few left.

3. One of the greatest causes of pauperism, as it often is of lunacy and of crime, is something which is called, generally, "imbecility," but which it is impossible to define accurately, both because these persons often appear to have good sense, and because this imbecility is natural as well as acquired. Perhaps in the majority of cases it is wholly acquired. There are vices, such as intemperance, which impair the judgment and the capacity for useful work; and there is also the negative imbecility which arises from ignorance. When ignorance has left the faculties of the mind totally undeveloped, they may have been naturally as good as others, yet they are almost useless in actual work. So long as such a person has an able body, and can find work, he will get along as an animal machine, directed. When he gets out of the employment in which others have placed him he becomes bewildered and often unable to help himself. Here society has caused pauperism by allowing ignorance.

4. Another great cause of pauperism, but far less in our own country than in Europe, is want of employment. This is not the cause of permanent but rather of temporary or occasional pauperism. Its consequences to society, and often to the individual, are precisely the same. In Cincinnati, for example, there are on an average ten thousand persons each year who receive what is called "outdoor relief." These are entirely outside of and independent of any public institution. They appear to be casual and temporary; but there will be just as many next year. Thus this temporary relief or casual pauperism becomes in fact permanent and an increasing charge upon the community. This kind of pauperism is largely due to the *want of employment*, and especially among the ignorant classes—and among these more largely among women. It exists especially during the Winter months. Here arises the question, which, if not practical to-day, will certainly become so in a few years: Is not society bound by moral and by prudential considerations to prevent this kind of pauperism? You may say, how! Natural infirmities, diseases, and calamities, we are bound to provide for in the best way we can, and it may be admitted that they will always exist and be unavoidable. But these do not make up the great body of paupers, and we may affirm positively that the great body of pauperism is avoidable, preventable. How? We see that what we have called "imbecility" and misfortune are due to three main causes: 1. Ignorance. 2. Intemperance. 3. Want of employment. To a very great extent all of these causes may be prevented; ignorance certainly may be prevented; the temptations to intemperance may be prevented; and society can and ought to furnish employment to those who cannot get it.

In Europe it is understood and admitted that on the question of employment depends mainly the question of pauperism, considered as a general disease. At present Great Britain is very prosperous; and we are told, in recent accounts, that paupers in Great Britain are one hundred thousand fewer in eighteen hundred and seventy-two than in eighteen hundred and seventy-one. This is because all industries are active and prosperous. Several years since appeared a work entitled "Pauperism," by the Viscount de Barmont. He had been prefect in several provinces of France, and was familiar with the subject. He informed the government of Louis Phillippe that there were so many thousands of people out of employment in the province of Lisle; and as that was general, if the government would not employ the people there would be a revolution, and there was. The government of Louis Phillippe was overthrown. In Europe this question is now well understood, but Europe is far behind this country in another form of this subject, education. The greater part, nearly the whole, of the paupers of Europe, are totally ignorant, and clearly that ignorance was one great cause why they could not find employment. When a man has nothing but his arms and legs to offer for service, with a mind almost totally blank, there is very little for him to do. He cannot enter upon any of the new employments which society is constantly creating, and the result is that when clear naked labor fails, he fails also. This form of pauperism has not yet very largely affected our country; but it certainly will, unless the laborers of this country shall be educated up to the point at which they shall be able to enter, at least as laborers, upon all the new channels of employment.

It is this question of education, as a *prevention* of pauperism, which concerns us here. Society has made and always will make ample provision for all those who are naturally disabled. Asylums for every species of infirmity are rising on all sides; but that sort of imbecility which arises from a total want of knowledge, or of discipline of mind, has no asylum but the almshouse. And there it reacts upon society in two ways—one by imposing upon society the necessity of supporting it; and the other by withdrawing so many persons and so much labor which might have been available both to subsistence and the increase of wealth.

These general views of pauperism are obviously true. Let us now see if specific facts do not correspond with and prove the general principles.

1. Let us first take up the statistics of Europe, as far as we can get them.

We cannot bring down the statistics to the present date; but, as the value of such facts depends only upon the *proportions* between the paupers, population, and education, they can be shown by any recent tables. We will first look at pauperism in Great Britain. Its condition in eighteen hundred and fifty-nine was thus:

Estimated population of England and Wales in 1859.....	19,578,000
Whole number of paupers.....	902,052
Per cent of paupers.....	4.6
Of these in union poorhouses.....	107,050
Of these, outdoor poor.....	692,384
Of these in hospitals, dispensaries, etc.....	102,618
In the City of London in 1859.....	106,140
Population of London.....	2,362,236
Per cent of paupers to population.....	4.7

The condition in eighteen hundred and sixty-seven was:

Estimated population of England and Wales.....	21,320,000
Whole number of paupers.....	931,546
Per cent of paupers to population.....	4.4

In the eight years from eighteen hundred and fifty-nine to eighteen hundred and sixty-seven, there was little variation in the proportion of paupers to population.

Pauperism seems to exist in Great Britain as a *permanent* disease of society, which includes and occupies (including all officers and attendants), just about five per cent of the whole population.

If we take with the general fact another one, what is the proportion of people educated in even reading and writing—the commonest of education—we should be able to draw some proportion as between Great Britain and other countries. But, in fact, the enlightened government of England does not exhibit such statistics, except in partial fractions. All that we have are:

In 1867 the number of inspected schools was.....	9,340
Number of pupils which could be accommodated.....	1,837,307

The population of the United Kingdom was then nearly thirty millions. But there were also great numbers of church schools, high schools, colleges, universities, etc., so that from these statements we cannot get an accurate idea of the education of Great Britain; but we get enough of facts to see that it is very defective; in fact, it cannot possibly reach more than half the people.

But the following paragraph from the statistics of the "Edinburgh Almanac" for eighteen hundred and sixty-nine sums up all the facts we can get there on the subject: "But according to the estimate of the Assistant Commissioners, the seventy schools from which returns were obtained supply instruction to more than two thirds of the middle class of population of the country. If this estimate be correct, there is one in every one hundred and forty of the population in Scotland on the roll of some secondary school; and there is one in every two hundred and five of the population in public secondary schools. In the universities and colleges there were one in one thousand."

But these were all of the secondary and higher class, and do not include the primary schools, which ought to have the great body of pupils. The report of eighteen hundred and fifty-one, which is sufficiently near to determine ratios, gives the following facts:

Number of pupils attending public schools of all kinds.....	280,045
Number attending private schools.....	88,472
Total.....	368,517
Proportion to population.....	1 to 7.84

In round numbers, Scotland, the *best educated country in Europe*, has in school one to eight. The State of Ohio has at any one time as many as one to three and a half of the people in course of education.

The proportion of popular education in Ohio to that of Scotland is more than two to one.

At the same period (eighteen hundred and fifty-one), there were in England:

In day schools.....	2,144,378
Population.....	16,921,888

This gives a ratio to population of one to eight.

It is slightly less, but we may suppose the ratio will be fully made out by the higher schools. The result of these statistics is, that in eighteen hundred and fifty-one the number of youth in the schools of Great Britain did not exceed half of those who ought to have been in school.

Let us now, while we have these figures, compare them with similar results for Ohio. In his report for eighteen hundred and seventy-one, the Secretary of State of Ohio returned

five thousand six hundred paupers—that is, “indoor” poor in Ohio; sometimes there were in round numbers ten thousand “outdoor” poor in Cincinnati; and there were in Cleveland, Toledo, and other large towns, nearly or quite four thousand “outdoor” poor. The aggregate of these is twenty thousand of the same class of paupers which are returned in Great Britain. Then we have these general results:

Population of England and Wales in 1851.....	17,927,609
In school.....	1 in 8
Number of paupers.....	902,052
Per cent of paupers.....	4.6
Population of Ohio in 1870.....	2,665,000
In school.....	1 in 3.5
Per cent of paupers.....	.7

With double the proportion of education, the proportion of paupers in Ohio is only one sixth of that of England and Wales. If, then, all other conditions were the same, the conclusion is inevitable that universal education had reduced pauperism to one twelfth. But, undoubtedly, this is an exaggerated view of the subject, because the conditions are not the same. This is a new country, with political institutions adapted to develop the faculties of, and furnish employment to, the people. There is, however, an important view in which the conditions are nearer than might be supposed. Ohio has just *one third* of its population in cities and large towns; and England has little, if any, larger proportions, but it is the condition of these large towns which creates the great body of paupers. Hence the inequality of conditions is not so great as might be supposed. After allowing for all these inequalities, it is evident that the defect of education has had a great deal to do with the pauperism of England.

Let us now look at France. The returns of eighteen hundred and fifty-one will show the proportion, viz:

Population of France in 1851.....	35,781,628
Average number assisted.....	982,516
Per cent of paupers.....	2.78

This was the number aided among the *healthy* poor, but does not include the large mass of the sick and infirm poor, which make the full half of all paupers, in the infirmaries of the United States. We must, therefore, add them in. The statistics of these were:

Total number of hospitals and asylums in France in 1852.....	1,324
Number of beds in all.....	131,016

But this number was quadrupled by the discharge of the recovered and the entry of others. A greater part of these we have.

In one thousand and thirty-five of these institutions there were in eighteen hundred and fifty-three as follows:

Males.....	285,188
Females.....	162,885
Adults	404,447
Children	42,926

Making a proportion for the remaining institutions, we have at least five hundred and sixty thousand of the sick and infirm poor. Adding these to the healthy poor supported, we have:

Total number of paupers.....	1,542,516
Proportion to population.....	1 in 23

When we come to the ultimate, we find there is very little difference between the proportion of pauperism in England and France, but there is an immense difference between the proportion of pauperism there and in the United States. In the City of Paris the proportions were:

Population of Paris at that time.....	996,067
Paupers “indoor” and “outdoor”.....	95,169
Proportion of paupers in Paris.....	1 in 11
Per cent of paupers in France.....	4.3
Per cent of paupers in Paris.....	9.5

The proportion of pauperism in Paris is nearly double that in France generally, and that in the whole of France is double that in the State of Ohio. We may stop here for a moment to compare these proportions with those of Massachusetts. Here all conditions, except those of education, are nearly the same. Massachusetts has a *civic* (that is town) population equal to that of France; and a very large share of foreign emigrants. The comparison between France and Massachusetts is therefore quite fair.

Population of Massachusetts in 1852.....	1,040,000
Whole number of paupers in the State.....	31,400
Proportion of paupers to population	1 in 35
Percentage of paupers	3.5

Here we have a direct and fair comparison of the results in Europe compared with those of the United States, under nearly the same conditions:

Paupers in France.....	1 in 23
Paupers in Massachusetts.....	1 in 35
Per cent of paupers in France.....	4.3
Per cent of paupers in Massachusetts.....	3.5

Now, the difference is not so great as many might expect, but *all* that difference is due to education.

Return again to Ohio:

Proportion of paupers to population	1 in 35
Percentage of paupers .....	.7

Ohio is a fair representative State of this country. One third of its population is in large towns—a proportion not exceeded by more than three or four States in the whole country. Three fourths of all the States have a less proportion of paupers than Ohio. But, in order to put the case in the fairest possible attitude for Europe, let us combine the proportion of Massachusetts and Ohio together. The result will be this:

Population of Massachusetts and Ohio in 1852.....	3,030,000
Number of paupers.....	50,000
Proportion of paupers.....	1 in 61
Per cent of paupers.....	1.70

The proportion of paupers in France is more than double, and, as the civic population is as large, and the number of foreign immigrants of the poor classes very great, the comparison is a fair one; and the difference in the proportion of pauperism is undoubtedly due to education.

2. Let us now look at the statistics of the United States, and see if we can ascertain whether ignorance has caused pauperism.

In the table at the end of this report we have given the results which we have obtained by hundreds of inquiries addressed to the infirmaries and charitable institutions of the country, but which were not answered in more than one case out of three. There are still answers enough to give us a definite view of this subject and establish certain proportions which would not be varied materially by more extended observations; and here we remark that full and accurate statistics would enable us to establish definitely the principles or social influences by which "pauperism," that is, dependent poverty, is evolved from society. We see arising in our country, in a smaller degree, but with equal regularity and certainty, the same kind of pauperism which is one distinguishing mark of society in Europe. We are apt to think that England and France are the most civilized countries in the world; at least they are those from which we take our ideas of what is called "civilization." But what do we find in this civilization? Why, that in eighteen hundred and sixty-nine, there were in England and France together, two million six hundred thousand paupers out of a population of sixty-five millions! That is, one in twenty-five of the people is dependent upon public support. This is startling. It is enough to make any humane man—more, any Christian, and still more, any Christian statesman—pause and inquire whether this is really the necessary result of Christian civilization. But these are the countries to which we have looked for the highest standard of civilization. Here we inquire again, must our country follow this kind of civilization? Is there no remedy for this tremendous evil? At least, is there not a partial remedy, so that we may keep our country from advancing further in the scale of pauper civilization?

Let us now return to the results of our own tables:

Number of States reporting.....	16
Number of institutions reporting.....	276
Number of paupers reported	12,159
Number of white males.....	6,251
Number of white females.....	5,245
Number of colored males.....	287
Number of colored females.....	279
Number of foreign born.....	3,757
Number of native born	5,827
Number who can read and write.....	3,071
Number who can read only.....	1,521
Number who can neither read nor write.....	2,801

The proportions deduced from these aggregates as follows:

The proportion of males to females is.....	54 to 46
The proportion of white to colored is.....	95 to 5
The proportion of foreign born to native.....	40 to 60
The proportion of those who can read only, to those who can neither read nor write, is	52 to 48

If we add those who can read only to those who can do neither, which we should do, as it is well known that those who can read only are almost absolutely ignorant, we shall have this result:

Those who have some education to those who have none.....	60 to 40
Foreign born to native.....	39 to 61
Whites to blacks.....	95 to 5
Totally ignorant among paupers.....	60 per cent.
Foreign born.....	39 per cent.
Colored.....	5 per cent.

To compare these proportions with the proportions of these classes in the several States, we have these results, derived from the census of the illiterates in the census of eighteen hundred and seventy:

Adult illiterates in New England States to their total population.....	4.6 per cent.
In Pennsylvania, New Jersey, and New York.....	4.9 per cent.
In Ohio, Indiana, and the Central West.....	4.8 per cent.

This proportion is for the whole population, and not for adults only; in the latter the proportion of illiterates would be much greater. We may assume 4.5 per cent as the proportion of the illiterates in the Northern, Middle, and Western States, excluding the South, or former slave States. We have, then:

Totally ignorant among paupers.....	60 per cent.
Totally ignorant among the whole people.....	4.5 per cent.

Let us take a given number of people, say a million of persons, in Pennsylvania, Ohio, and Illinois, States not inferior to any in popular education. The result will be (on the average) very nearly this:

Population	1,000,000
Paupers	8,000
Illiterate people, (total).....	45,000
Illiterate paupers.....	4,800
Of total illiterates there are paupers	13 per cent.
Of all population there are paupers.....	8 per cent.

In other words, the proportion of paupers among the illiterates is sixteen times as great as among those of common education. The results demonstrate what reason should infer from the facts. The want of education is the lack of faculties and talents to acquire employments and to work profitably in them; and this is one of the great causes of pauperism. Let us now look to the proportion of foreign born to native; for this is involved in an inquiry into the relations of ignorance to pauperism. A great many of the foreign born who come to this country, come very ignorant, and also very poor, so that they are in a condition to recruit the ranks of pauperism largely, unless they are able to get into agricultural employments, which only a small portion does. The result is evident in the pauperism of large cities. If the infirmaries, hospitals, and asylums of New York, Cincinnati, Saint

Louis, and other cities, be examined, it will be seen that by far the larger proportion of paupers is in the large towns, and that the greater part of them is foreign born. Taking the proportions above given, let us examine their relation to the whole population.

In Connecticut the proportion of foreign born is.....	21 per cent.
In Pennsylvania the proportion of foreign born is.....	15 per cent.
In Ohio the proportion of foreign born is.....	14 per cent.
In Indiana the proportion of foreign born is.....	8 per cent.
In Illinois the proportion of foreign born is.....	20 per cent.

In the whole United States the proportion is about twelve per cent, but in the South it is much less. In the States from which our tables are taken an average of sixteen per cent is quite enough. We have, then, for a given population, the following results:

Population	1,000,000
Paupers	8,000
Foreign born	160,000
Foreign born paupers (39 per cent).....	3,120

Of all foreign born, there are paupers, two per cent.

Of the whole population, there are paupers, eight per cent. In other words, the proportion of foreign born paupers is three times as great as the proportion of natives.

The proportion of native paupers is as follows:

Native population, deducting foreign born, as above.....	840,000
Native paupers, as above.....	4,880
Proportion to whole population.....	5 per cent.
Proportion of foreign to native paupers.....	4 to 1

The number of colored paupers is not large (except in the South), and there is no evidence that they are more inclined to pauperism than the whites. The returns from several of the almshouses and infirmaries show that there is a large share of intemperance; but, as we have remarked in relation to crimes, intemperance is often the *consequence* as well as the cause of crime and pauperism. It is one of the common sayings of intemperate men, as well as their friends, that "he was unfortunate, and then got to drinking." We must go further than we have yet been able to do, into the origin of cases of pauperism, before we can safely pronounce how far intemperance has caused it. We now know that the largest element of character which accompanies pauperism is *ignorance*. The proportions above given are enormous, and should arouse those who seek a broad, popular education, to greater zeal and energy.

Although the effect of ignorance in producing crime is very great, yet its effect in producing pauperism is greater. If, then, society has to pay so heavily for keeping a part of its people in ignorance, would it not be wise and prudent to educate them?

The State Commissioners of Public Charities in Illinois report the case so clearly and strongly that we make the following extracts from their report for eighteen hundred and seventy-one:

"Ninth—The tendency of education to prevent pauperism is more apparent than its tendency to prevent crime. Estimating the pauper children at one tenth of the whole number, and leaving them out of calculation, forty per cent of the inmates of the almshouses could not write, twenty-five per cent could not even read.

"Tenth—Pauperism and crime are so closely allied that the same individuals belong to both fraternities. Five per cent of the county paupers acknowledge to have been in jail. The same man is a criminal or pauper, according to circumstances. He steals when he cannot beg, and begs when he cannot steal."

Cicero, in his oration for the poet (Archias), says that all arts are kindred. We see above that the vices and crimes are kindred also; but whatever they *are*, society should rather inquire how they *came* than what they *are*. Vice, crime, and imbecility, when they have once seized upon a human being, are rarely cured. The preventive is a far more possible process than the curative; hence society is under the greatest obligations, as well as moved by the strongest interests, to take all possible preventive measures. It has two directly within its power. One is positive, by educating the people thoroughly. The other is negative, by withdrawing the open temptations to intemperance. Every Christian and patriotic motive impels us to *prevent* crime and pauperism by every human means.

The statistics from which we have drawn our conclusions are limited, compared with what they may be made; but while more extensive tables might enlarge the details, they would probably in no way change the result. While the great social facts remain, the evil, as well as the good, which attended them, will also remain.

CONDITION OF EDUCATION IN ALMSHOUSES AND INFIRMARIES.

Institutions or States.	Number of poor-houses.....	Number of persons.....	White.		Colored.		Nativity.		Education.		
			Males.....	Females.....	Males.....	Females.....	Foreign.....	Native.....	Read and write.....	Read only.	None.....
Connecticut.....	7	64	27	33	3	1	5	57	23	3	17
Maine.....	9	100	47	53	.....	.....	12	56	55	13	14
Massachusetts.....	33	754	404	337	2	11	128	612	338	118	84
New Hampshire.....	5	124	49	74	1	.....	20	104	75	15	34
Rhode Island.....	2	12	3	4	1	.....	.....	.....	7	2	3
New York.....	31	2,279	1,220	1,015	25	19	736	1,064	367	167	246
New Jersey.....	2	359	158	194	4	3	218	200	100	60	258
Ohio.....	23	1,410	680	626	53	51	316	845	520	276	457
Ohio, City of Cleveland.	1	465	257	208	5	2	333	132	300	102	158
Ohio, Erie County Infirmary.....	1	60	29	29	2	.....	40	18	.....	.....	.....
Ohio, Columbiana Co. Infirmary.....	1	84	39	43	2	.....	.....	.....	.....	.....	.....
Ohio, Toledo Infirmary.....	1	51	51	.....	.....	.....	.....	.....	20	.....	24
Ohio, Richland County Infirmary.....	1	73	27	46	.....	.....	.....	.....	.....	.....	.....
Indiana.....	18	390	179	198	5	8	133	257	102	64	149
Illinois.....	28	746	392	346	4	4	327	397	132	128	52
Illinois almshouses.....	71	1,662	912	708	27	15	812	850	439	244	539
Michigan.....	10	263	156	94	9	4	50	96	14	25	79
Minnesota.....	1	76	47	23	1	5	60	16	.....	.....	.....
Pennsylvania.....	27	2,222	1,246	939	31	6	254	281	318	160	305
Maryland.....	1	571	205	246	39	81	200	371	195	108	237
Virginia.....	2	274	53	83	73	65	40	251	4	15	42
West Virginia.....	1	120	70	46	.....	4	53	67	26	7	95

THE SUPPORT OF OUR COMMON SCHOOLS.

The second question which claims our attention relates to the ways and means of providing for every district of the State sufficient and equal educational facilities.

In the summaries fronting the report it is shown that of the one thousand four hundred and sixty-two school districts in the State in eighteen hundred and seventy-three, only six hundred and thirty-seven districts, or 43.57 per cent, maintained public schools for eight months or more; and the remainder, eight hundred and twenty-five districts, or 56.43 per cent, maintained public schools for less than eight months. True, the six hundred and thirty-seven districts represent one hundred and six thousand two hundred and eight census children, or seventy-five per cent of all the census children in the State; whilst the eight hundred and twenty-five districts represent only thirty-five thousand four hundred and two children, or twenty-five per cent of the census children in the State. Yet this proves only the more clearly, as my predecessor already stated in his last biennial report, that "while in our centers of wealth and population the children have the advantage of a full year's instruction, with the best facilities for learning, truth compels the confession that for the more remote and sparsely settled districts of the

State our present system is wholly inadequate, and is but a pretense for popular education. Under the present system, many districts can maintain schools only from three to six months of the year. No one need be told that such fragmentary bits of instruction are only a little better than none at all. During these short school terms the pupils of such schools only get fairly started in their studies, to be turned out for the greater part of the year, forgetting what little they had learned, and then coming back after this long and ruinous interval to commence again at the former starting place, at the foot of the hill of knowledge, under a new teacher—the old one having sought a new place rather than attempt to live on the hope of another three or six months' school next year. This is but a sham, a waste of the public money, and a flagrant injustice towards a portion of the children of the State. There are many of these schools thus revolving year after year on the axis of a defective system, making some motion, but scarcely any real progress. In a State system of public instruction should not all the children be treated alike? As a good mother, she should dispense the blessings of education with an equal hand."

Our present system of common schools very forcibly illustrates that "whosoever hath, to him shall be given, and he shall have more abundance: but whosoever hath not, from him shall be taken away even that he hath." Yea, it goes further, it determines even when a district is to be thrust from without the pale of our common school system: for should the number of census children fall below a certain figure—twenty for some counties, up to as high as thirty for others—our present system does *not* provide funds enough to keep up and support in the district a school for at least three months in every year, the third section of the ninth article of the Constitution of California to the contrary notwithstanding. We have thus over a hundred districts in the State unjustly and unconstitutionally thrust from without the pale of our common school system. And this when in many counties the maximum rate allowed by law is levied for school purposes, and when in every county more than the minimum amount of the county school money is raised.

The inadequacy and disabilities of the school revenue law have never pressed more heavily upon our schools than at present. With our number of census children increased nearly nine per cent since eighteen hundred and seventy-one, the school funds provided by the State have increased only 1.5 per cent. In eighteen hundred and seventy-one the State apportioned three dollars and fifty-six cents to each census child, in eighteen hundred and seventy-three, only three dollars and eighteen cents, a decrease of thirty-eight cents per census child, or fifty-three thousand eight hundred and eleven dollars and eighty cents, if the State had desired to contribute to the support of the public schools as much in eighteen hundred and seventy-three as it contributed in eighteen hundred and seventy-one. If we compare the amounts actually raised for the support of our public schools in eighteen hundred and seventy-one and eighteen hundred and seventy-three, it will be seen that in eighteen hundred and seventy-one the State contributed 9.53 per cent more to their support than in eighteen hundred and seventy-three. For, of all the money raised for school purposes in eighteen hundred and seventy-one, the State contributed 22.47 per cent; in eighteen hundred and seventy-three, only 12.94 per cent. There is even a falling off of .95 per cent in the amounts raised from county taxes. And yet the people are

so much in earnest in their support of the public schools, that in eighteen hundred and seventy-three they voluntarily taxed themselves 10.43 per cent more than they did in eighteen hundred and seventy-one. The following table will show at a glance how much the State contributes towards the support of our common schools; how much the counties contribute, and how much is left to private liberality:

	1871.	1872.	1873.
Percentage of school funds from State apportionments.....	22.47	19.89	12.94
Percentage of school funds from county apportionments.....	47.21	46.38	46.26
Percentage of school funds from other sources.....	30.32	33.73	40.80
Amount of State apportionment per census child.....	3.56	3.30	3.18
Amount of county apportionment per census child.....	7.31	7.60	8.58
Amount from other sources per census child.....	4.69	5.53	6.86

Comment is unnecessary. And if we remember the lavishness, nay, prodigality, with which the State has endowed and supports the State University, we shall be able to excuse the chagrin, the righteous indignation of all true friends of popular education when speaking of the parsimony with which the State supports our public schools.

The Legislature of eighteen hundred and sixty-nine and eighteen hundred and seventy was the first to attempt to provide for every district having more than twenty-five census children and seventy-five thousand dollars worth of taxable property, sufficient funds to keep up and support an eight months' school. The annual ad valorem tax was raised from eight cents to ten cents on each one hundred dollars' value of all taxable property throughout the State. Then the following provisions were added to the law:

SEC. 98. The County Superintendent in each county shall, on or before the first day of March in each year, furnish to the Board of Supervisors and Tax Collector, respectively, an estimate, in writing, of the cost of maintaining a free school for eight months in each school district in the county, together with the cost of incidental expenses and necessary repairs; and also an estimate of the amount of public money, both State and county, to which each district will be entitled during the year, and the amount necessary to be raised in each school district to support a school eight months.

SEC. 99. The Board of Supervisors in each county shall, after receiving the assessment roll from the County Assessor, and before the first Monday in September of each year, levy a special school tax upon the property in each school district in which there shall be a deficiency, as shown by the written statement of the County Superintendent, for an amount which, together with the State and county money to be received, shall be sufficient to maintain the school (or schools) for eight months during the year; and said tax shall be equalized and collected in the manner provided for equalizing and collecting State and county taxes. The Collector shall pay over the money so collected to the County Treasurer, who shall place it to the credit of the respective districts from which it shall be collected, as a special deposit, and pay it out on the warrant of the County Superintendent in the manner provided for the payment of State and county school money.

SEC. 100. Any school district whose taxable property does not exceed seventy-five thousand dollars, and containing not more than twenty-five children between the ages of five and fifteen years, shall, on a proper showing of the facts, be exempted from the requirement to maintain a free school eight months.

This law remained in most counties a dead letter, on account of its defects in defining with sufficient clearness the duties and the penalties incurred by a neglect of duty, of the several officers required to execute it. The law was always considered inadequate to the accomplishment of its intended purpose. It was found that its rigid execution

would entail such an oppressive taxation as to overtax the resources of the very districts designed to be specially benefited by the law. Hence in several counties the Board of Supervisors point-blank refused to levy the special tax. The people acquiesced, and looked to the Legislature of eighteen hundred and seventy-one and eighteen hundred and seventy-two for relief. But in vain; at the close of the legislative session it was discovered that instead of additional revenues, the former revenues of the schools were materially curtailed. Instead of a ten cent ad valorem tax, only two hundred and forty thousand dollars were granted for the support of the public schools. Still the Legislature had remedied the defects of the special school tax law, above quoted; and though the tax would be a grievous burden to many districts, it was preferable to the alternative or either closing school, or of supporting the schools by voting a tax, the most vexatious and expensive mode of raising school funds. Hence, in October, eighteen hundred and seventy-two, the Boards of Supervisors throughout the State levied the special tax as required by law. But before the tax could be generally collected, the Supreme Court delivered an opinion declaring unconstitutional any law providing for the collection of a district tax resting upon an assessment not made by an Assessor elected by the qualified electors of the district where the property assessed is situated. Of course such a decision decided the unconstitutionality of the special school tax law. The State Board of Equalization immediately issued instructions to the County Assessors throughout the State, directing them to desist from collecting and assessing the special school tax. In accordance with these instructions, no special taxes were levied this year, eighteen hundred and seventy-three, and those levied last year, if unpaid, or paid under protest at the time of the delivery of the above referred to decision of the Supreme Court, were remitted. This worked serious hardships last year. For in many counties the Board of Supervisors, unable to shirk the disagreeable duty of levying the special tax, made it as onerous as possible, by reducing the rate of the county school tax, in some instances even below the legal minimum, thereby unnecessarily increasing the amount to be raised by special tax. This year better counsels have prevailed, and an increased rate of tax for county school purposes somewhat compensates for the total loss of the special tax and the ever diminishing amount per census child derived from the State apportionments.

As the school law stands at present, our public schools derive their funds, first from State apportionments, the amounts of which per census child are decreasing in proportion to the increase in the number of census children; secondly, from county apportionments, yielding in many counties the largest amounts which the law allows or the people well can bear; third, from special taxes voted by the district. From the expensiveness of first voting such special taxes and afterwards collecting them, districts, except when desirous of building school houses, are very loath to avail themselves of this provision of the law.

Our public schools stand thus where they stood at the beginning of the session of the Legislature in eighteen hundred and sixty-nine. And the same demand then made is made of the Legislature to convene in December, eighteen hundred and seventy-three: sufficient and equal school facilities for every district of the State, small or large, rich or poor, situated in the centers of wealth and population, or in the frontier and the thinly settled portions of our State.

No argument is necessary to prove that any system which falls short of providing at least an eight months school for every district of the State, is but a partial system; and the chief point that should engage the attention of the Legislature of eighteen hundred and seventy-three and seventy-four is to provide the ways and means for giving each district sufficient funds to maintain at least an eight months school. The people will gladly welcome any step in this direction; they are willing, and have proven it, to cheerfully bear the taxes, burdensome though they be, necessary to this end. The people only ask for the cheapest mode of collecting, and the quickest, most equitable, and efficient methods of disbursing the school funds. They ask to be relieved from the necessity of having to vote a tax for two dollars, when one dollar is all they will receive, after paying for the advertising, voting, assessing, and collecting of the tax. In short, the people demand that either the State alone, or the State and county jointly, furnish the funds needed for our public schools.

It has been held by some that the State alone should contribute the means to educate all the children of the State. However just and desirable in theory, the fact remains that no Legislature ought to be asked to impose a direct tax upon the property of the whole State sufficient for the purpose. When a county like San Francisco must contribute forty per cent toward the State School Fund, and receives in return only twenty-four per cent from all the State apportionments, there must certainly be a limit beyond which San Francisco ought not to be expected to support the schools of other counties. As long as the taxable property of the State is not about equally distributed throughout the State, but centers in a few counties, all we can expect, all we can justly ask for, is that the richer counties help the poorer counties sufficiently not to compel the latter to overtax themselves in the support of their schools. To ask more, is to endanger any relief the Legislature may be willing to grant. Table I exhibits for each county: first, the assessment roll of eighteen hundred and seventy-three; secondly, the percentage of this assessment roll on the total assessment roll of the whole State; thirdly, the number of census children for eighteen hundred and seventy-three; and fourthly, the percentage of this on the total number of census children for the whole State. The percentage of a county's assessment roll on the total assessment roll of the State, will show, approximately, the percentage of the county's contribution to the proceeds of State taxation; the percentage of the county's number of census children on the total number of census children of the State, will show the percentage of the county's receipts from the State School Fund.

TABLE I.

Counties.	Assessment roll of 1873.	Percentage.	Total number of census children for 1873.	Percentage.
Alameda	\$35,104,040	6.66	6,751	4.77
Alpine	576,186	0.11	113	0.08
Amador	2,738,770	0.52	2,134	1.51
Butte	7,793,497	1.48	2,707	1.91
Calaveras	1,558,227	0.29	2,215	1.56
Colusa	7,604,044	1.44	1,686	1.19
Contra Costa	7,016,111	1.33	2,603	1.91
Del Norte	632,780	0.12	348	0.25
El Dorado	2,117,376	0.40	2,304	1.63
Fresno	6,598,645	1.25	1,055	0.75
Humboldt	3,845,120	0.73	2,059	1.45
Inyo	1,386,351	0.26	294	0.21
Kern	3,013,310	0.57	614	0.43
Klamath	613,927	0.12	276	0.19
Lake	1,670,723	0.32	1,021	0.72
Lassen	1,213,321	0.23	554	0.39
Los Angeles	9,854,593	1.87	6,101	4.31
Marin	8,438,173	1.62	1,410	0.995
Mariposa	1,371,970	0.24	956	0.68
Mendocino	5,061,823	0.96	2,407	1.70
Merced	6,337,962	1.20	927	0.65
Mono	454,259	0.08	90	0.06
Monterey	11,372,935	2.15	3,643	2.57
Napa	7,580,789	1.44	2,109	1.49
Nevada	7,144,450	1.36	4,154	2.93
Placer	7,145,479	1.36	2,166	1.53
Plumas	1,767,261	0.34	761	0.54
Sacramento	20,912,287	3.97	5,425	3.83
San Bernardino	1,411,649	0.27	1,562	1.10
San Diego	2,941,864	0.56	1,297	0.92
San Francisco	212,208,535	40.45	34,469	24.34
San Joaquin	18,279,459	3.47	4,609	3.25
San Luis Obispo	3,662,998	0.71	1,633	1.15
San Mateo	9,379,682	1.78	1,978	1.33
Santa Barbara	4,967,837	0.94	1,706	1.21
Santa Clara	27,527,613	5.22	6,762	4.78
Santa Cruz	6,223,470	1.18	2,677	1.89
Shasta	1,799,427	0.34	1,327	0.94
Sierra	2,016,789	0.38	980	0.70
Siskiyou	3,691,798	0.70	2,400	1.70
Solano	9,908,045	1.88	3,716	2.63
Sonoma	16,713,094	3.17	5,899	4.18
Stanislaus	6,441,864	1.22	1,712	1.21
Sutter	4,178,008	0.79	1,290	0.92
Tehama	3,437,332	0.65	1,194	0.84
Trinity	691,929	0.13	530	0.37
Tulare	3,546,682	0.67	1,751	1.24
Tuolumne	1,333,350	0.25	1,794	1.27
Ventura	2,682,542	0.59	937	0.66
Yolo	8,370,712	1.59	2,119	1.50
Yuba	4,886,740	0.93	2,385	2.00
Totals	\$527,225,828	.....	141,610	.....

Before we can consider the manner and means of remedying the inadequacy of the present school revenue law, we must first consider the *disabilities* of the law. For it is only in relation to certain districts that the present school revenue law is inadequate; there are numerous

districts which, with the present levies for school purposes, have abundant means to maintain an eight months, yes, a ten months school, every year. The law is not so much inadequate as discriminating; discriminating most unjustly against the thinly populated districts of the State. The law is faulty, not so much primarily, by not providing sufficient funds, as by not providing for an equitable apportioning of the funds. At present, the State and county school funds are apportioned to the school districts, not in proportion to the needs of each district, but in proportion to the number of census children. The number of census children belonging to a district determines the amount of funds apportioned to the district; but, within a certain limit, the number of census children does *not* determine the expenses of maintaining a public school. Thus one district may have fifteen census children, another fifty; still the same amount is needed by each district to maintain a school for a definite length of time. Yet the former district may not obtain enough funds for a three months school, while the latter district perhaps receives enough funds for an eight months school. To give a specific example: In Solano County, where the total amount per census child of State and county school funds was last year in round figures sixteen dollars, a district with fifteen census children received two hundred and forty dollars—just enough for a four months school, if the money was used exclusively for the payment of the teacher's salary, and this salary did not exceed sixty dollars per month. The district having fifty children received eight hundred dollars—sufficient for an eight months, yes, a ten months school, besides enabling the district to employ a better teacher by paying a better salary, to make some repairs and improvements, or to make some additions to the apparatus or the library, if needed—things which were placed within the reach of the former district only by means of voting a special tax. In short, the longest terms, the best schools, the best teachers, the best and most complete furniture, apparatus, and library, are given to the district having a sufficient number of census children; whilst a district wanting these is proportionally curtailed in its educational facilities. Now, except there is an inherent right in numbers to warrant it, such discrimination is a blot upon our school system, and should, if possible, immediately be removed, or our system fails in the object by reason of which alone it can claim our recognition and support: the free and equal education of *all* the children of the State, irrespective of the standing in society, or the residence, of their parents.

On first sight, it might seem that increased taxation would be the most expeditious way of finding an adequate remedy. Let us see. In order to agree upon the end in view, let us assume that an eight months school for every district, irrespective of its number of census children, is the desideratum. It is plain if we obtain funds sufficient for a district having the minimum number of census children, we shall have sufficient funds for every district. No minimum number of census children has been established by law; let us, therefore, assume fifteen to be the minimum number, although there are quite a number of districts having less than fifteen children, and there is one district which has only *one* child. In the summaries, fronting the report, six hundred and ninety-nine dollars is given as the average amount needed for an eight months school, for every teacher employed. For large districts, maintaining first grade schools, this average is below the amount needed; but for a district with fifteen children, it is most likely in excess of the amount needed. Let us assume, then, that a teacher is engaged for sixty dollars per month, we need four hundred and eighty dollars for salary; add twenty dollars

for fuel, repairs, stationery, and Library Fund deducted from State apportionments, and we have five hundred dollars needed by the district to maintain an eight months school. It may be here remarked, parenthetically, that throughout this whole article, five hundred dollars is assumed to be the amount needed for an eight months school, for every teacher employed. In order, then, to give a district having fifteen children five hundred dollars, we must apportion nearly thirty-four dollars per census child, which means that we must raise by county and State taxation nearly five million dollars, exclusive of what may be needed for building purposes! ⁽¹⁾ Now, even if the attempt to raise such a sum were not preposterous, the larger districts, that is, those having more than fifteen census children, would be surfeited with funds. A city like Oakland would receive one hundred and two thousand dollars—forty-three thousand four hundred and two dollars more than it expended last year for a ten months school. We must, therefore, abandon the idea that we can increase the State and County School Funds sufficiently, that, when they are apportioned to the several districts in proportion to the number of census children, each district will receive even only the minimum amount, five hundred dollars, needed for an eight months school.

It was shown above that, within certain limits, the expenses of maintaining a school a stated length of time are the same, be the district large or small. This will furnish us with a data for devising a method of apportioning school funds by which all districts may have equal school facilities, without the necessity of levying excessive taxes. In other words, if we determine once the limits between which the expenses of maintaining a school are the same, irrespective of the number of census children in the several districts, we have the data necessary for devising a proper method of apportioning school funds.

How can we determine these limits? The number of census children belonging to a district do *not* determine the expenditures for school purposes. The average number attending the schools of the district determine the number of teachers needed, and the number of teachers determine the expenditures. A district having from four to five hundred census children, may have an average attendance at school of only forty, and need the services of only one teacher; whilst another district, with only half or less the number of census children, may have an average attendance at school which necessitates the employment of two or even three teachers. Such cases are not mere suppositious, but they are *real*. One district of the first kind, had thus accumulated several thousand dollars, which were lying idle in the treasury, whilst every other district in the county had to close its school for want of funds.

But it would be inconvenient to make the average attendance at school the basis of apportioning school funds. It is preferable, for various reasons, to still apportion according to the number of census children, but not in proportion to the number, but taking as basis *the number of census children represented by the average attendance at school*. Except as between counties in apportioning the State School Fund—for, as in no county the average attendance, nor even the total number enrolled, equals, much less exceeds, the total number of census children, it would be an injustice against those counties which, as it is,

(1) In San Francisco, thirty-five dollars to each pupil, on average attendance of preceding year, was raised by city taxation.

contribute more towards the State School Fund than they receive in apportionments, to lessen their receipts by abandoning the present method of apportioning. This may not seem clear on first thought; but the fact is—no matter how accounted for—that the average attendance is less than the number of census children, in proportion to the density of population and the length of school terms. Such a county as San Francisco would lose nearly five per cent by having the proposed method substituted for the present method, in apportioning the State School Fund between the counties. The proposed method of apportioning must therefore be applied only to the districts of a county.

It is shown, in the introductory summaries, that the average number of census children belonging to public schools is 50.26 per cent on the total number of census children. If we include, as we should—for we must provide for their education also—the number of children over fifteen years of age who attend public schools, the percentage of the average attendance is only very slightly increased, being even now but 55.36. For every one hundred census children, then, belonging to a district, only fifty-five children attend school; a number perhaps a little large for one teacher, but certainly too small for two teachers. But should a district have over one hundred, up to two hundred census children, the average number belonging would necessitate the employment of at least two teachers. As a *general* rule, it may be safely laid down, that for every additional one hundred census children belonging to a district, an additional teacher must be employed. That this rule will not work in every case will be evident; for in every district the percentage of the average number belonging is not as low as the average percentage of the whole State. And then in the larger cities, the special teachers of music, drawing, penmanship, and phonography, the supervising teachers, and teachers of evening schools, added to the number of regular teachers in charge of classes, may change the number of teachers from one to two for one hundred census children. (In San Francisco, one teacher is employed for every sixty-eight census children; in Oakland, one teacher for every fifty-five census children; for the whole State, one teacher for every sixty-five census children.)

Thus it may be, that for some districts, and especially for the larger incorporated towns and cities having Boards of Education, one teacher must be reckoned for every sixty-eight or less of census children; but if sixty-eight or even seventy-five were adopted as the basis upon which to calculate the number of teachers to be reckoned to each district, I have found from an actual and thorough examination of the reports for eighteen hundred and seventy-three, that the number of districts which would receive the number of teachers actually employed by them, would be far over-balanced by the number of districts which would receive an allowance of teachers in excess of the number at present employed by them. And this, as will soon be clear, at the expense of the larger districts.

The proposed method of apportioning State and county school funds is, then, that for every hundred census children or fraction thereof, one teacher be allowed to a district, and for every teacher a certain amount of school funds. As an illustration, let us take Alameda County. Alameda District having four hundred and five census children, will be entitled to five teachers, viz: one for each one hundred children, and one for five children, as a fraction of one hundred children. Below, a complete table for the whole county is given. In the first column are given the names of the districts; in the second column, the number of

census children in each district; in the third column, the number of teachers each district will be entitled to according to the proposed method of apportioning school moneys; in the fourth column are given the amounts which each district is entitled to according to the present method of apportioning; and the fifth column gives the amount each district will receive according to the proposed method of apportioning.

TABLE II.

NAMES OF DISTRICTS.	Number of census children in district	Number of teachers to district	Amount according to present method of apportioning...	Amount according to proposed method of apportioning...
Alameda	405	5	\$1,215	\$1,160
Alvarado	134	2	402	464
Alviso	82	1	246	232
Bay	58	1	174	232
Castro Valley	51	1	153	232
Centreville	106	2	318	464
Cosmopolitan	64	1	192	232
Eden Vale	52	1	156	232
Eureka	116	2	348	464
Fruit Vale	109	2	327	464
Inman	63	1	189	232
Laurel	289	3	567	696
Lincoln	29	1	87	232
Livermore	168	2	504	464
Lockwood	72	1	216	232
May	75	1	225	232
*Mission San José	87	1	261	232
Mountain House	61	1	183	232
Mowrey's Landing	46	1	138	232
Murray	44	1	132	232
Oakland	3,006	31	9,018	7,192
Ocean View	128	2	384	464
Palmyra	40	1	120	232
Peralta	149	2	447	464
Pleasanton	132	2	396	464
Redwood	32	1	96	232
San Lorenzo	163	2	489	464
Stony Brook	18	1	54	232
Suñol	61	1	183	232
Summit	37	1	111	232
Temescal	142	2	426	464
Townsend	69	1	207	232
Vallecito	72	1	216	232
Washington	109	2	327	464
Warm Springs	75	1	225	232
Union	401	5	1,203	1,160
Totals	6,751	87	\$20,253	\$20,184†

*Midway, a district lying partly in Alameda County and partly in San Joaquin County, is excluded from the above. It reports six census children belonging to Alameda County.

†The balance, sixty-nine dollars, unapportioned, remains in the Treasury, and is to be added to the next State apportionment.

Every State apportionment received by Alameda County will have to be divided by eighty-seven, the total number of teachers according to the proposed method of apportioning. Assuming that Alameda County receives from State apportionments three dollars per census child (the probable amount for eighteen hundred and seventy-four), it will have twenty thousand two hundred and fifty-three dollars to apportion among its districts. According to the present method of apportioning, each district would receive three dollars for every census child; according to the proposed method, every district will receive two hundred and thirty-two dollars ($20,253 \div 87 = 232$) for every teacher assigned it. Thus Stony Brook District, which by the present method receives from State and county apportionments combined, only about one hundred and fifty-seven dollars and fifty cents, not enough for a three months school, will receive, by the proposed method, two hundred and thirty-two dollars from the State alone, enough for nearly a four months school. Of course, some of the more populous districts will lose in proportion as the smaller districts gain; and from the above table it will be seen that every district having seventy-seven children or less, or a multiple thereof, gains, and the other districts lose proportionally. If it be objected that this works an injustice against the larger districts, the answer is, first, that a district does not necessarily contribute in taxes toward the School Fund in proportion to its number of census children; from Table I (*supra*) it will be seen that Colusa County contributes more in taxes to the School Fund than Contra Costa County, and yet the former receives less from the apportionments than the latter; in other words, Colusa County, with a larger assessment roll but smaller school population, contributes more to and receives less from the school fund, than Contra Costa County, which has a smaller assessment roll, but a larger school population. The same is more strikingly exhibited between the Counties of Napa and Nevada, both of which contribute almost equally to the State School Fund, yet the latter, on account of its larger school population, receives twice as much from the State apportionments as the former. And what is true between counties, may also be true between districts. Secondly, our whole State school system is based upon the theory that the richer and more populous counties may be taxed for the benefit of the poorer and more thinly settled counties. If we admit that the distribution of school funds between the districts must proceed upon the principle that the apportionments must be in proportion to the proceeds of local taxation, the same principle must be applied to the distribution of school funds between counties, and a State school system becomes then impossible.

It must not be concluded that because in Alameda County each district will receive, by the proposed method of apportioning, two hundred and thirty-two dollars for every teacher assigned, that this is the rate for the whole State. In Table III, given below, is given the rate for each county. In Mono County the rate is as low as sixty-seven dollars; in only one county (Santa Barbara) is it higher than in Alameda County.

But even this rate is not high enough to supply sufficient funds for an eight months school. It was above stated that five hundred dollars must be considered as the minimum amount necessary for this. In Alameda County, then, additional funds of two hundred and sixty-eight dollars must be provided for each teacher assigned to a district. If, for a moment, we assume that this amount must be raised solely from the County School Fund, it would seem that we simply have to take $87 \times 268 = \$23,316$ from the County Fund, and apportion this among the dis-

tricts according to the proposed method of apportioning State school funds. Further on I shall show that only $87 \times 221 = \$19,227$ will be actually necessary in order to give each district enough county funds, which, together with the State fund, will make up the five hundred dollars required for every teacher. But this reduction from two hundred and sixty-eight dollars to two hundred and twenty-one dollars, is only possible because Alameda County has a County School Fund of at least twenty-three thousand three hundred and sixteen dollars. It had, in fact, for eighteen hundred and seventy-three, and for six thousand four hundred and ninety-six census children, a School Fund of thirty-seven thousand three hundred and fifty-two dollars. Assuming that the County School Fund for eighteen hundred and seventy-four will not be less, enough funds will be left on hand after deducting nineteen thousand two hundred and twenty-seven dollars, to admit of a *pro rata* apportionment of two dollars and sixty-eight cents per census child. This *pro rata* apportionment of two dollars and sixty-eight cents, and the two hundred and twenty-one dollars to each district for every teacher, amount to two hundred and sixty-nine dollars, the amount required to be obtained from the county fund for every district having one teacher. Let us take the smallest district in the county, Stony Brook District. It receives first, two hundred and twenty-one dollars; add to this $18 \times 2.68 = 48.24$, total, two hundred and sixty-nine dollars; which, added to the State apportionment, two hundred and thirty-two dollars, gives the district five hundred and one dollars, one dollar more than the required amount.

If we had given every district in the county two hundred and sixty-eight dollars of county school funds for every teacher, there would still be a balance on hand of fourteen thousand and thirty-six dollars, which, divided among the districts in proportion to the census children, would give each census child nearly two dollars and eight cents. Stony Brook District would then have received $18 \times 2.08 = \$37.44$ more than the proposed five hundred dollars. It is plain, therefore, that Stony Brook District, and with it every other district of the county, did not need but $268 - 37 = \$231$. But, as a decrease in the amount apportioned absolutely to the different districts increases the balance on hand, an increased *pro rata* apportionment is the result; and Stony Brook District would then receive $231 + (18 \times 2.55) = \276.90 —eight dollars and ninety cents more than the needed complement. Stony Brook District would need a complement from the County Fund of not more than $231 - 9 = \$222$. A decrease in the complement producing an increase of the balance, and a consequent increase of the *pro rata* apportionment, even two hundred and twenty-two dollars are not needed by Stony Brook District; I have found that two hundred and twenty-one dollars, and a *pro rata* apportionment of two dollars and sixty-eight cents, will give Stony Brook District the required complement of two hundred and sixty-eight dollars County School Fund. Of course, for every district having more than eighteen census children, even two hundred and twenty-one dollars are not needed; but, as a less sum would not suffice for Stony Brook District, we must consider two hundred and twenty-one dollars as the minimum amount. Besides, an increase in census children produces an increased attendance, and this again an increased expenditure for school purposes; the larger districts should receive more school funds than the smaller districts.

It is evident that the original complement, two hundred and sixty-eight dollars, could not have been reduced, if, after deducting from the County School Fund twenty-three thousand three hundred and sixteen dollars, the amount required to give two hundred and sixty-eight dollars to each district for each teacher assigned it, no balance had remained on hand, which, by being apportioned in proportion to the number of census children, would give each district some funds, in addition to any absolute apportionment. Hence my statement above, that a reduction of the absolute apportionment (that is, the amount given to each district for every one hundred census children, or fraction thereof) is not possible, except Alameda County has a County School Fund of at least twenty-three thousand three hundred and sixteen dollars. Now, in some twenty-four counties, the County School Funds are not large enough to give each district the amount of county money needed to complement the State school money, much less to leave a balance on hand, which would reduce that complement.

The following table will make this plain:

TABLE III.

COUNTIES.	Number of census children	Number of Teachers assigned.....	Amount per Teacher from State School Fund	Amount per Teacher to be obtained from County Fund.....	Residual pro rata apportionment of County Funds	Deficiency	Rate of County School Tax levied in 1873.....	Amount County Fund per census child, apportionment of 1873....
Alameda	6,751	87	\$232	\$268	\$2 00	.....	10c.	\$5 75
Alpine	113	4	84	416	3 00	.....	25	19 48
Amador.....	2,134	37	173	327	Insufficient	\$175	30	5 69
Butte.....	3,707	55	148	352	Insufficient	4,836	15	5 54
Calaveras	2,215	41	162	338	Insufficient	4,460	35	4 17
Colusa.....	1,686	40	126	374	Insufficient	4,493	10	6 41
Contra Costa.....	2,603	44	177	323	Insufficient	2,889	10	4 59
Del Norte.....	348	8	130	370	Insufficient	59	25	9 21
El Dorado.....	2,304	45	153	347	Insufficient	7,428	25	3 15
Fresno.....	1,055	23	137	363	3 00	.....	20	12 37
Humboldt.....	2,059	37	166	334	Insufficient	3,342	15	4 65
Inyo.....	294	7	126	374	5 00	.....	20	16 25
Kern.....	614	11	167	333	5 00	.....	25	14 96
Klamath	276	5	166	334	3 00	.....	17.8	9 89
Lake	1,021	23	133	367	Insufficient	3,641	18	4 80
Lassen.....	554	12	138	362	Insufficient	2,247	24	4 97
Los Angeles.....	6,101	80	228	272	1 00	.....	25	4 71
Marin.....	1,410	28	151	349	2 00	.....	04	8 87
Mariposa	956	15	191	309	0 50	.....	35	5 97
Mendocino	2,407	48	150	350	Insufficient	6,110	15	.....
Merced	927	21	132	368	6 00	.....	20	15 88
Mono.....	90	4	67	432	Insufficient	256	25	17 72
Monterey.....	3,643	56	195	305	0 50	.....	14	5 39
Napa.....	2,169	45	140	360	Insufficient	939	15	7 38
Nevada.....	4,154	63	197	303	4 00	.....	30	9 02
Placer.....	2,166	47	138	362	Insufficient	1,529	10	6 94
Plumas.....	761	24	95	405	Insufficient	2,468	50	10 36
Sacramento.....	5,425	88	184	316	4 00	.....	06	9 03
San Bernardino....	1,562	25	187	313	Insufficient	1,833	35	3 78
San Diego.....	1,297	24	162	338	1 00	.....	20	6 80
San Francisco.....	34,469	.....	.....	.....	.....	.....	25	35 00
San Joaquin.....	4,609	88	157	343	1 00	.....	14	7 40
San Luis Obispo...	1,633	26	188	312	Insufficient	1,233	13	4 90
San Mateo.....	1,978	29	204	296	3 00	.....	11	7 62
Santa Barbara.....	1,706	20	259	241	1 50	.....	14	3 27
Santa Clara	6,762	94	215	285	0 75	.....	08	4 58
Santa Cruz.....	2,677	41	195	305	3 00	.....	25	8 33
Shasta.....	1,327	29	137	363	Insufficient	3,330	35	5 63
Sierra	980	23	127	373	Insufficient	712	20	7 79
Siskiyou	2,400	56	128	372	Insufficient	2,157	35	9 63
Solano.....	3,716	61	182	318	6 00	.....	35	11 74
Sonoma.....	5,899	109	162	338	0 33	.....	18	6 26
Stanislaus	1,712	38	135	365	4 00	.....	25	12 98
Sutter.....	1,290	36	107	393	Insufficient	7,148	13	5 33
Tehama.....	1,194	23	155	345	Insufficient	456	20	6 51
Trinity.....	530	10	159	341	1 50	.....	25	8 43
Tulare.....	1,751	32	164	336	1 33	.....	35	8 41
Tuolumne.....	1,794	29	185	315	Insufficient	1,113	35	4 19
Ventura.....	937	15	187	313	Insufficient	465	.....	.....
Yolo.....	2,119	47	135	365	0 80	.....	13	5 90
Yuba.....	2,385	42	170	330	0 20	.....	17	9 00

The first column gives the number of census children for each county; the second column gives the number of teachers assigned each county, in the same manner as eighty-seven teachers were assigned to Alameda County (Table II). The number of teachers gives the divisor by which each State apportionment made to the county must be divided, and the quotient, given in the third column, is the amount to be given to each district for every teacher assigned it. Thus, assuming that a State apportionment of three dollars per census child has been declared, Alpine County would receive three hundred and thirty-nine dollars, which would have to be divided by four, giving eighty-four dollars as the amount per teacher for every district in the county. In the fifth column is given the amount per teacher to be apportioned to each district from the County School Fund, which added to the State apportionment, will give the required five hundred dollars.

In the case of Alameda County it was shown that after apportioning from the County Fund to each district two hundred and sixty-eight dollars for each teacher, a balance remained on hand which, if apportioned among the districts in proportion to the number of census children, would give a *pro rata* apportionment of over two dollars per census child. In Alpine County, after apportioning to each district four hundred and sixteen dollars for every teacher, there still remains on hand a balance, which, apportioned *pro rata*, will give each census child three dollars. These *pro rata* apportionments are given in the sixth column. Against some counties is marked "insufficient." Let us consider the first case occurring in the table—Amador County. The amount necessary to be apportioned to each district from the County Fund is three hundred and fifty-two dollars per teacher, or a total for the county of nineteen thousand three hundred and sixty dollars. Now, this is one hundred and seventy-five dollars less than the total amount of county school funds received last year; so that the County School Fund is insufficient by one hundred and seventy-five dollars, to give each district the amount needed per teacher, which, added to the State apportionment, would give the required five hundred dollars. This insufficiency of the County School Fund is still greater for Butte County, where it amounts to four thousand eight hundred and thirty-six dollars (see the seventh column); in El Dorado County it is greatest, amounting to seven thousand four hundred and twenty-eight dollars.

Let us now examine how far this insufficiency can be remedied by increasing the rate of county tax to the maximum—thirty-five cents—for those counties where the maximum is not already levied. In the eighth column (Table III) is given for each county the rate of county school tax levied for eighteen hundred and seventy-three; in the ninth column the amount of county funds apportioned per census child in eighteen hundred and seventy-three.

The second column of Table IV (*infra*) shows the maximum amount which can be raised in the several counties under the present law. The amount is determined by levying thirty-five cents (the maximum rate allowed by law) on each one hundred dollars of the equalized value of the last (eighteen hundred and seventy-three) general assessment roll, after deducting fifteen per cent therefrom for probable delinquencies. Thus in Amador County, two million seven hundred and thirty-eight thousand seven hundred and seventy dollars is this year's equalized assessment roll; deduct fifteen per cent, and the remainder, two million three hundred and twenty-seven thousand nine hundred and fifty-five dollars, will give us, at thirty-five cents on each one hundred dollars,

eight thousand one hundred and forty-eight dollars as the probable amount to be received from general county taxes. Add four thousand six hundred and eighty-three dollars, received last year from poll taxes, etc., and we have twelve thousand eight hundred and thirty-one as the probable amount of county school moneys which can be raised if the maximum rate of tax is levied for county school purposes.

The third column shows the amount of poll taxes, etc., paid into the School Fund of each county. This amount is found as follows: After deducting the actual delinquency, as shown by the Controller's books, from last year's (eighteen hundred and seventy-two) general assessment roll, the amount is found which must have been paid into the School Fund, according to the rate of tax levied. (Table III, eighth column.) This amount is deducted from the total amount apportioned from the county school funds, and the remainder must have been received from poll taxes, etc. Thus in Amador County, last year's equalized assessment roll was three million one hundred and eighty-six thousand and seven hundred and fifty dollars. The actual delinquency, according to the Controller's returns, was seven hundred and seventy-three thousand dollars, leaving two million four hundred and thirteen thousand seven hundred and fifty dollars as the amount on which taxes were collected. Thirty cents was the rate of the tax levied for school purposes; giving seven thousand two hundred and forty-one dollars as the sum of county school moneys received from the general taxes. The total apportionment of county school moneys was eleven thousand nine hundred and twenty-four dollars, leaving four thousand six hundred and eighty-three dollars as the amount received from poll taxes, etc.

The fourth column shows the amount needed by each county, in order to give each district the complement of county school money needed, according to the fifth column of Table III. Thus in Amador County, each district will receive for every teacher one hundred and seventy-three dollars from the State; three hundred and twenty-seven dollars per teacher of county school money are needed for each district, in order to give it five hundred dollars per teacher. For the whole county we thus need twelve thousand and ninety-nine dollars.

For El Dorado County thirteen thousand eight hundred and fifty-eight dollars are needed. But the total probable amount of county school funds, the maximum rate allowed by law being levied for school purposes, is only nine thousand four hundred and seventy-eight dollars, leaving thus an "insufficiency" of four thousand four hundred and eighty dollars. In other words, El Dorado County, after receiving from the State six thousand nine hundred and twelve dollars (the probable amount of the State apportionments for eighteen hundred and seventy-three and eighteen hundred and seventy-four, as already stated above), and from the county nine thousand four hundred and seventy-eight dollars, the maximum amount which can possibly be raised, still needs a balance of four thousand four hundred and eighty dollars, in order to have money enough, which, when apportioned according to the proposed method, will give each district five hundred dollars for every teacher assigned it. The same occurs in some other counties, as will be seen by referring to the fifth column of Table IV.

TABLE IV.

COUNTIES.	Amount received from county tax	Amount received from poll tax- es and other sources	Amount needed.	Balance.	Additional funds needed per census child..
Amador.....	\$8,148	\$4,683	\$12,099	.....	.....
Butte	23,185	3,224	19,360	.....	.....
Calaveras	4,286	5,192	13,858	\$4,480	\$2 00
Colusa.....	22,622	2,403	14,960	.....	.....
Contra Costa.....	20,873	4,842	14,212	.....	.....
Del Norte.....	1,883	1,223	2,960	.....	.....
El Dorado	6,299	2,880	15,615	6,436	2 79
Humboldt.....	11,439	2,617	12,358	.....	.....
Lake	4,970	2,205	8,441	1,266	1 24
Lassen	3,610	187	4,344	547	1 00
Mendocino.....	15,055	3,487	16,800	.....	.....
Mono	1,351	478	1,728	.....	.....
Napa.....	22,553	3,843	16,200	.....	.....
Placer	21,258	10,374	17,014	.....	.....
Plumas	5,258	1,067	9,720	3,395	4 47 (1 50)
San Bernardino	4,200	1,559	7,825	2,066	1 32
San Luis Obispo.....	10,896	2,218	8,112	.....	.....
Shasta	5,353	2,179	10,527	2,995	2 25
Sierra	5,999	3,837	8,579	.....	.....
Siskiyou.....	10,983	9,800	20,832	49	.....
Sutter.....	12,430	1,245	14,148	473	0 37
Tehama	10,226	?	.....	.....	.....
Tuolumne.....	3,967	3,594	9,135	1,574	0 87

To summarize: the amount at present derived from the State School Fund, together with the maximum amount of County School Fund which can possibly be raised, is not sufficient to give each district of the State sufficient funds to maintain an eight months school, even when putting the expenditures at a minimum. It need hardly be stated that the maximum rate to be levied by a county for school purposes cannot be raised; the maximum is too high as it is for many counties, especially for most mining counties, in some of which the people are now so overtaxed as to demand relief from the State.

It need also hardly be stated that the amount of School Fund derived from the State apportionments, is far too small. The inadequacy of the State school revenue has always been admitted: and never more so than two years ago and at present. Almost every County Superintendent draws attention to it in his report; and if a friend of popular education is asked what are the most pressing wants of our public schools, the answer is: "Three things; first, money; second, *money*; and third, MONEY." Though above I waived, for the moment, the considering of the inadequacy of the school revenue law, it was simply to show its full measure. How great the inadequacy is, may be seen from the fact that in Calaveras County at least two dollars per census child additional funds are needed. Yes, in Plumas County, four dollars and forty-seven cents per census child are needed. But if we permit Plumas County to levy a county tax of fifty cents for every one hundred dollars of tax-

able property in the county (as it now does by virtue of a special law) it will still need one dollar and fifty cents per census child.

And except we return to the old plan of an *ad valorem* tax on each one hundred dollars value of all taxable property throughout the State, and raise this *ad valorem* tax to twelve cents, we shall never be able to fully remedy the inadequacy of the school revenue law. Even when the State tax is fixed at twelve cents, some counties will have a deficiency of funds, except they are compelled by law to levy the maximum rate; and even then there will be likely a deficiency in one or two counties.

How to remedy the *disabilities* of the school revenue law has been shown above, *in extenso*. To take a step forward, to establish a true system of popular education, to *educate all the children of the State*, we must have sufficient revenue so that every district in the State, whether situated in the most impoverished county, or in the most opulent city, has sufficient funds for an eight months school. Anything short of this is but a pretense of popular education. But for this the funds will never be sufficient except they are equitably distributed.

To insure, then, a thorough instead of a partial public school system, we need, first, a State tax of at least twelve cents on every one hundred dollars of all the taxable property of the State; secondly, the State and County School Funds must be apportioned, not as at present, in proportion to the number of census children belonging to a district, but in proportion to the number of times a district has one hundred census children, or a fraction thereof. There must be no aristocracy of *numbers*, as well as no aristocracy of territory or property. All the property of the State or county must be taxed to educate all the children of the State or county, and not merely the children of districts having a certain number of census children.

Before submitting a draft of a school revenue law which will remedy the inadequacy and disabilities of the present law, it will not be amiss to give a table showing the amounts of State and county funds to be apportioned to each district for every teacher assigned it, in case the Legislature of eighteen hundred and seventy-three and eighteen hundred and seventy-four should legislate in accordance with what I have shown to be the needs of our schools. I may first, however, parenthetically, answer a question which naturally has been asked by many of my readers, viz: Why do I insist in "assigning" teachers to a district; why not take the actual number at present employed by the districts? The answer is, that in the latter case a district would naturally suppose that its receipts would be in proportion to its number of teachers, and many districts would immediately clamor for additional teachers, and thus an element of strife would be introduced, which, if not defeating the whole system, would yet render its enforcement extremely difficult, and wrought with trouble. If, on the contrary, a fixed number of census children is taken as a standard, no district can have an interest in employing more teachers than it unquestionably needs. By such a standard some of the most populous districts undoubtedly suffer a loss of receipts, but not in violation of equity, as was shown above. This loss of receipts falls upon very few districts, and will be hardly felt by them if the State tax is raised to the required rate, in which case the loss will be relative, not actual.

If the rate of the State school tax is raised to twelve cents, enough

funds will accrue to give an apportionment of five dollars per census child. Even with this increased State apportionment, Calaveras, Colusa, El Dorado, Lassen, Mendocino, Mono, Plumas, Shasta, and Sutter Counties, will have a deficiency of county funds with which to complement the State School Fund; for Sutter, this deficiency amounts to four thousand five hundred and fifty-six dollars. This deficiency can only be remedied when the just named counties levy for county school purposes the maximum rate, thirty-five cents, allowed by law. In order to compel Boards of Supervisors to do so, the minimum rate should not be less than sufficient to raise a sum equal to four dollars—instead of three, as at present—for each child in the county between five and fifteen years of age.

I have constructed Table V to exhibit the amounts of county school funds to be apportioned, when a State apportionment of five dollars per census child has been made. The amounts of county school funds for eighteen hundred and seventy-three are retained for calculating the county apportionments. Fifteen has been taken to be the minimum number of census children, and five hundred dollars the minimum amount to be raised for every one hundred census children or fraction thereof. In the second column are given the amounts of State school funds to be apportioned for every one hundred census children or fraction thereof; the third column exhibits the amounts of county school funds to be apportioned in the just mentioned manner; the fourth column exhibits the rate of apportionment in proportion to the number of census children which can be made from a balance remaining in the treasury after the apportionments given in the third column have been made. In the fifth column are given the deficiencies which occur in certain counties.

To illustrate: if a State apportionment of five dollars per census child is made, in Alameda County three hundred and eighty-four dollars per teacher will be apportioned to each district. A county apportionment of one hundred and twenty-six dollars per teacher remains to be given to each district. It was shown above that if the County School Fund is large enough to admit of an apportionment in proportion to the number of census children (which may be called the *pro rata* apportionment) after an apportionment of a definite sum per teacher has been made to each district (which may be called the *absolute* apportionment), the absolute apportionment need not be as large as the difference between five hundred dollars and the State apportionment. In the case of Alameda County, the absolute apportionment may be, and should be less than one hundred and twenty-six dollars. In other words, less than $87 \times 126 = \$10,962$ must be apportioned absolutely. As the sum to be apportioned, absolutely is unknown, let us call it x . Every district will receive,

then, $\frac{x}{87}$ dollars for every teacher assigned it. As the County School

Fund of eighteen hundred and seventy-three amounted to thirty-seven thousand three hundred and fifty-two dollars, a balance of $37,352 - x$ remains to be apportioned *pro rata*. The number of census children being six thousand seven hundred and fifty-one, the rate per census child

will be $\frac{37,352 - x}{6,751}$. Therefore a district having the minimum of census children, fifteen, will receive $\frac{x}{87} + 15(\frac{37,352 - x}{6,751})$, which must amount to

one hundred and twenty-six dollars, the amount to be obtained from the County School Fund. The equation determining the value of x , will stand: $\frac{x}{87} + 15(\frac{37,352-x}{6,751}) = 126$, from which the value of x is found to be

four thousand six hundred and thirty-eight dollars. This is the sum, then, which must be apportioned absolutely in Alameda County. But as on dividing it by eighty-seven, to ascertain the amount per teacher, the quotient is fifty-three and a fraction, the fraction must be reckoned as one, and the absolute apportionment will amount to fifty-four dollars per teacher, and four thousand six hundred and ninety-eight dollars will be the sum to be absolutely apportioned. The *pro rata* apportionment will amount to four dollars and eighty-three cents. A district having fifteen children will thus receive $54 + (15 \times 4.85) = \126 , which added to the State apportionment, three hundred and eighty-four dollars, will give the district the required five hundred dollars.

As in Table III, so in table V, are found several counties against which is marked "insufficient." This means that the County School Fund of these counties is not large enough to give each district the amount needed to complement the State apportionment. Thus, in El Dorado County, two hundred and forty-four dollars is the amount per teacher of county school money, which should be apportioned to each district. But the County Fund of eighteen hundred and seventy-three is not large enough for this by two thousand seven hundred and ninety-three dollars. By raising the County School Fund to the maximum amount, according to Table IV, every county, except Calaveras, El Dorado, and Shasta, will then have sufficient funds. For Calaveras County the deficiency will be only nominal, some fifty dollars; for El Dorado County it will still be some eighteen hundred dollars; for Shasta County it will be some three hundred dollars.

TABLE V.

COUNTIES.	State apportionments per Teacher	County apportionments per Teacher	Pro rata apportionments of county funds.....	Deficiency of county funds.
Alameda	\$384	\$54	\$4 83	.....
Alpine	141	245	9 08	.....
Amador	288	174	2 57	.....
Butte	246	250	81	.....
Calaveras.....	270	230	Insufficient.	\$42
Colusa	210	290	Insufficient.	1,133
Contra Costa.....	295	188	1 17	.....
Del Norte.....	217	242	2 76	.....
El Dorado.....	256	244	Insufficient.	2,793
Fresno	229	161	7 34	.....
Humboldt.....	278	214	7 73	.....
Inyo	210	117	11 53	.....
Kern	279	73	9 87	.....
Klamath.....	276	117	7 11	.....
Lake	221	156	1 18	.....
Lassen	230	270	Insufficient.	1,043
Los Angeles.....	356	91	3 58	.....
Marin	251	153	6 40	.....
Mariposa	318	129	3 44	.....
Mendocino	250	250	Insufficient.	1,310
Merced.....	220	71	13 94	.....
Mono.....	112	488	Insufficient.	80
Monterey	325	128	3 13	.....
Napa	234	232	2 28	.....
Nevada	329	46	8 38	.....
Placer.....	230	24	6 60	.....
Plumas	171	329	Insufficient.	644
Sacramento	308	.....	.....	.....
San Bernardino.....	312	173	1 06	.....
San Diego.....	261	178	4 08	.....
San Francisco.....	.....	.....	.....	.....
San Joaquin.....	307	88	5 81	.....
San Luis Obispo.....	314	161	1 64	.....
San Mateo.....	341	62	6 47	.....
Santa Barbara.....	426	10	4 30	.....
Santa Clara.....	359	91	4 86	.....
Santa Cruz.....	326	64	7 36	.....
Shasta.....	228	272	Insufficient.	691
Sierra	213	258	1 96	.....
Siskiyou	214	109	6 48	.....
Solano	304	23	11 56	.....
Sonoma	270	184	3 10	.....
Stanislaus	225	155	7 99	.....
Sutter	179	321	Insufficient.	4,556
Tehama	255	213	2 16	.....
Trinity	265	159	5 08	.....
Tulare.....	273	163	4 29	.....
Tuolumne	309	164	1 82	.....
Ventura.....	312	159	1 97	.....
Yolo.....	283	160	3 14	.....
Yuba.....	216	226	3 91	.....

In computing the amounts of absolute apportionments of Table V, fifteen census children have been assumed as the minimum number of children. Heretofore, when school funds have been apportioned in proportion to the number of census children belonging to a district, it

has been well enough to fix no legal minimum. But now, when it is proposed to apportion direct to the districts, irrespective, within certain limits, of their number of census children, the necessity of fixing a minimum becomes apparent.

In the following draft of a new School Revenue Law, fifteen has been considered as the minimum number of census children. It will be hardly just to the true interests of education to lower this minimum. The minimum sum to be raised for county school purposes has been raised from three dollars to four dollars per census child. Practically, this is already done in all but three or four counties; but it may be well to insert it in the law, in order to prevent Boards of Supervisors to lower the rate of tax levied for county school purposes below the rate necessitated by the needs of the schools of the county. The maximum rate of tax to be levied for school purposes has been raised from thirty-five cents to fifty cents on each one hundred dollars of taxable property, in order to meet such cases where, by special law, the rate has already been raised to fifty cents, as, for instance, in Plumas County. The other provisions of the law are above explained in full. The law may be considerably simplified, if, in apportioning to the several districts, no distinction is drawn between State and County School Funds. This has the further advantage of reducing the amount of the absolute apportionments, in Alameda County, for instance, from three hundred and eighty-four dollars State, and fifty-four dollars county, total, four hundred and thirty-eight dollars, to four hundred and twenty-four dollars, State and county combined. Another reason for making the suggested modification, is that instead of providing that only the State School Fund shall be used for no other purpose than the payment of teachers, this provision of the law ought to be enlarged so that *no* School Fund, whether county or State, should be used for any other purpose than the payment of teachers, until at least an eight months school has been maintained in the district.

A revenue law, modified in accordance with what has just been said, supplements the "Draft of a New Revenue Law," herewith presented:

DRAFT OF A NEW REVENUE LAW,

Designed to supply each District with an Eight Months School.

ARTICLE XVIII—SCHOOL REVENUE.

SEC. 1815. An annual *ad valorem* tax of twelve cents on each one hundred dollars value of all taxable property throughout the State, is hereby levied and directed to be collected.

SEC. 1816. Said tax shall be called and known as the State school tax; and the State Board of Equalization shall, annually, at the same time other State taxes are levied, add this to the other taxes provided by law to be levied and collected, and it shall be annually collected at the same time and in the same manner as other State taxes are collected.

SEC. 1817. The County Superintendent in each county must, on or before the first regular meeting of the Board of Supervisors in September in each year, furnish the Board of Supervisors and the Auditor, respectively, an estimate in writing of the minimum amount of County School Funds needed for the ensuing year. This amount he must compute as follows:

1. He must ascertain, in the manner provided for in subdivisions one and two of section eighteen hundred and fifty-nine, the total number of teachers for the county;

2. He must calculate the amount required to be raised at five hundred dollars per teacher; from this amount he must deduct the total amount of State apportionments, less ten per cent, received by the county for the next preceding school year; and the remainder shall be the minimum amount of County School Fund needed for the ensuing year; *pro-*

vided, that if this amount is less than sufficient to raise a sum equal to four dollars for each census child in the county, then the minimum amount shall be such a sum as will be equal to four dollars for each census child in the county.

SEC. 1818. The Board of Supervisors, except of the City and County of San Francisco, of each county, must annually, at the time of levying other county taxes, levy a tax to be known as the county school tax, the maximum rate of which must not exceed fifty cents on each one hundred dollars of taxable property in the county, nor the minimum rate be less than sufficient to raise the minimum amount reported by the County Superintendent in accordance with the provisions of the preceding section. The Supervisors must determine the minimum rate of the county school tax as follows:

1. They must deduct fifteen per cent from the equalized value of the last general assessment roll, and the amount required to be raised, divided by the remainder of the assessment roll, is the rate to be levied; but if any fraction of a cent occur it must be taken as a full cent on each one hundred dollars.

SEC. 1819. If the Supervisors fail to levy the tax as herein provided, then the Auditor must, and add it to the assessment roll.

SEC. 1820. All moneys derived from this tax in each county, must be paid into the treasury thereof to the credit of the School Fund.

ARTICLE XX—APPORTIONMENT OF SCHOOL MONEYS.

SEC. 1858. All State school moneys apportioned by the Superintendent of Public Instruction must be apportioned to the several counties in proportion to the number of census children.

SEC. 1859. The County Superintendent must apportion all State and county school moneys, as follows:

1. He must ascertain the number of teachers each district is entitled to, by calculating one teacher for every one hundred census children, or fraction thereof, as shown by the next preceding school census;

2. He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts;

3. After deducting ten per cent from the State apportionments, he must divide the remainder by the total number of teachers for the county, and the quotient will be the amount of State School Fund which he must apportion to each district for every teacher assigned it;

4. Deducting the amount of State School Fund apportioned to each district for every teacher assigned it, for the next preceding school year, from five hundred dollars, the remainder shall be the minimum amount of County School Fund which must be apportioned to each district for every teacher assigned it, and the amount thus found multiplied in the total number of teachers for the county, shall be the total minimum amount of County School Fund needed for the county for the ensuing year; *provided*, that if this total minimum amount of County School Fund equals or exceeds the total amount of County School Fund apportioned the next preceding school year, then the minimum amount of County School Fund which must be apportioned to each district for every teacher assigned it must be found by dividing the total amount of County School Fund apportioned the next preceding school year in the total number of teachers for the county, as shown by the next preceding school census; but if the total minimum amount of County School Fund needed for the ensuing year is less than the total amount of County School Fund apportioned the next preceding school year, then the amount of County School Fund to be apportioned to each district for every teacher assigned it, must be found as follows:

(a.) Multiply the difference between five hundred dollars and the State apportionment made according to subdivision three of this section, in the number of census children, and multiply the resulting product in the total number of teachers for the county;

(b.) Multiply the amount of County School Fund apportioned the next preceding year by fifteen, and the resulting product in the total number of teachers for the county, as shown by the next preceding school census;

(c.) Multiply the total number of teachers for the county by fifteen; subtract this product from the total number of census children as shown by the next preceding school census;

(d.) Subtract the last product of subdivision (b) from the last product of subdivision (a); divide the remainder by the remainder of subdivision (c); divide the quotient in the total number of teachers for the county, any occurring fraction being taken as one, and the resulting quotient will be the amount in dollars to be apportioned to each district for every teacher assigned it;

5. Any County School Fund remaining on hand after each district has received for every teacher assigned it the amount of County Fund due it according to subdivision four of this section, must be apportioned to the school districts in proportion to the number of census children.

A MODIFICATION OF THE ABOVE DRAFT.

Article XVIII remains the same as given above. Article XX is modified to read as follows:

Sec. 1858. Same as given above.

Sec. 1859. The County Superintendent must apportion all State and county school moneys as follows:

1. He must ascertain the number of teachers each district is entitled to, by calculating one teacher for every one hundred census children or fraction thereof, as shown by the next preceding school census;

2. He must ascertain the total number of teachers for the county by adding together the number of teachers assigned to the several districts;

3. Five hundred dollars shall be the minimum amount to be apportioned to each district for every teacher assigned it, and must be apportioned to each district in the following manner:

(a.) He must ascertain the minimum amount of school funds required for the county, by multiplying five hundred dollars in the total number of teachers for the county;

(b.) If this minimum amount exceeds or equals the total amount of school funds, both State and county, apportioned the next preceding school year, then the amount to be apportioned to each district for every teacher assigned it, must be found by dividing the amount of school funds apportioned the next preceding school year in the total number of teachers for the county, as shown by the next preceding school census;

(c.) If the minimum amount of school funds needed for the county, as ascertained in subdivision (a), is less than the total amount of school funds apportioned the next preceding school year, then the amount of county school fund to be apportioned to each district for every teacher assigned it must be found as follows:

(1.) Multiply five hundred dollars in the number of census children, as shown by the next preceding school census, and multiply the resulting product in the total number of teachers for the county;

(2.) Multiply the amount of school funds apportioned the next preceding year by fifteen, and the resulting product in the total number of teachers for the county, as shown by the next preceding school census;

(3.) Multiply the total number of teachers for the county by fifteen; subtract the product from the total number of census children, as shown by the next preceding school census;

(4.) Subtract the last product of subdivision (2) from the last product of subdivision (1); divide the remainder by the remainder of subdivision (3); divide the quotient in the total number of teachers for the county, any occurring fraction being taken as one; and the resulting quotient will be the amount in dollars to be apportioned to each district for every teacher assigned it;

4. Any school fund remaining on hand after each district has received for every teacher assigned it, the amount found due it for every teacher, according to subdivision three of this section, must be apportioned to the several districts in proportion to the number of census children.

THE NEED OF TRAINED TEACHERS.

I shall now consider a question which concerns the practical workings of our public school system. It must be confessed, that strictures and criticisms upon our public schools have become of late so widespread and earnest, that the efficiency of our whole system has been seriously questioned. Not only by its enemies, but by its most steadfast friends. It is, therefore, incumbent upon all true friends of popular education, to calmly search for the evils which exist, to bring them to the light, and to apply the remedies.

The most marked anomaly in our school system is the total absence of any provisions providing that none but trained teachers must be placed in charge of schools. The public school system of every nation, except the American, makes as definite and elaborate provisions for insuring that the work of popular education be placed in none but qualified hands, as it makes minute provisions for the support and government

of the schools. Some nations even go further, and provide that the work of private schools as well, be intrusted only to qualified teachers.

This anomaly, this grave defect in the American system, is almost inexplicable. Coeval with the inception of the system, have thoughtful men drawn attention to this defect. From the dedication of the first American public school, to the last teachers' institute, every prominent educator has uttered his solemn protest against this degradation of the sacred profession of teaching to the level of mere school keeping. In vain has every failure of our public schools been traced to this defect in our system: all the protests, all the warnings, all the failures, have exacted no further recognition from the powers "that be" than that, and mostly very unwillingly, some provisions have been made that those who *may desire it*, can obtain a professional training. It is only recently that facilities are offered to persons desirous of becoming teachers, to prepare themselves for the work by an appropriate course of study, and a practical acquaintance with the labors and duties of the school-room. It is time that every candidate for admission to the profession be *required* to avail himself of these facilities.

"Teaching is an *art* to be learned by apprenticeship, like any other art, and the special training for the business of teaching is as indispensable as for any other pursuit or profession; and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained in the principles and methods of instruction, than to employ a surgeon who has never made himself acquainted with the science of human anatomy." In the language of the gifted Edward Everett: "If the teacher was to fashion your child's personal proportions, or to remodel his features, with what jealousy would you inquire after his qualifications for that task? Is it of less importance how he fashions and moulds the features of the mind? The husbandman can tell us if it is a matter of little or no consequence whether you employ a skillful or unskillful person to raise a crop of corn, the growth of a few months, under a simple process of culture. Every man's reflection and experience will satisfy him that the teacher's duty is important, complicated, and arduous. It is not a mere piece of jobwork to which any one can turn his hand, but a professional calling, which requires knowledge, judgment, and experience."

Dr. Channing, in an address delivered in Boston, on the twenty-eighth of February, eighteen hundred and thirty-seven, states that "the most crying want in this commonwealth is the want of accomplished teachers. We boast of our schools; but our schools do comparatively little, for want of educated instructors. Without good teaching, a school is but a name." Dr. Channing's declaration has been repeated again and again, even *ad nauseam*, but it must be repeated until the people prove no longer blind to their highest, holiest interests, but awaken to the necessity of qualified instructors, of teachers systematically educated for the profession. Then will they demand that we shall have not only "educated shoemakers, and carpenters, and goldsmiths—that is, men brought up to their business"—but also educated schoolmasters. Then, the reign of the school *keeper* will be at an end, and that of the school *teacher* will begin.

"Of the three hundred thousand persons that 'keep school' in our country, not more than one tenth can be regarded as professional teachers; that is, teachers trained to their business and intending to pursue it for a term of years. From the various normal schools alto-

gether, there are graduated annually not more than two thousand, at a liberal estimate; and of these, at least one half drop out of the occupation in five years. Most of our schools *outside* of our large cities, and many of our lower classes *within* our cities, are *kept*, not taught, by unskilled and untrained labor, at the wages of unskilled labor. The pay of these unskilled 'school keepers' is less than that of any artisans or mechanics in any occupation that requires a trained apprenticeship." Of the two thousand three hundred and thirty-six teachers employed in the schools of California, only about two hundred and forty are graduates of normal schools; that is, teachers trained for their work!

No wonder, then, that so many teachers do not *teach*. And the people are made painfully aware of this. They are awakening to the fact that there is an enormous waste of time, of energy, in the school-room; that the results are not commensurate with the labor and the treasure bestowed upon our schools. We pride ourselves, and justly, upon our fine, almost palatial school houses; we point with satisfaction to the millions spent yearly in the cause of popular education. California, with a population of only six hundred thousand, spent last year nearly two and a quarter million dollars for public schools; our school property is valued at over four million dollars. Other States spend as much or more in proportion. And yet, at the recent examination of candidates for cadetship at West Point, forty-nine out of one hundred and thirty-four were rejected, on account of failure to pass the literary examination. The Examining Board, in their report, state that "this result is due not to any undue elevation of the standard of admission, nor to any excessive severity in the examination, but in some cases to the inconsiderateness in making the appointment; in others, to the failure of the appointee to appreciate the honor and duty to which he is called; in a few others, to lack of facilities for preliminary education; *and, most of all, to want of thoroughness in the schools of the country with respect to their primary work. The Academy owes it to itself, and to its influence as a national institution on the whole system of popular education, to render and publish to the world this honest verdict.* If our school boards and superintendents and teachers in the North and in the South, in the East and in the West, will, but heed the verdict, and use due diligence to correct this great defect, some abiding good may come from the mortifying experience of this year's examination of candidates for admission to the Academy. *Therefore the Board recommend that all candidates be summoned to the Academy one month before the examination, and that instructors be detailed to instruct them daily in the studies upon which they are to be examined.*"

The italics in the above are mine, and are employed to draw attention to the fact, that the charge thus brought against our primary schools has been repeatedly preferred by almost every high school, academy, college, and university in the country, from East to West, North to South, and every one of them has seen itself compelled to adopt some such remedial measure as advocated by the Examining Board above quoted.

To give the popular strictures and criticisms upon our public schools, I shall quote from the Biennial Report for eighteen hundred and seventy-one and seventy-two, of Hon. Newton Bateman, Superintendent of Public Instruction of Illinois:

It is not to be denied, then, that the confidence of the people in that great American institution, The Public School, is in some danger of being disturbed. A feeling of doubt and uneasiness is abroad, and each year finds a certain undercurrent of questioning unrest enhanced, rather than diminished. It is, for the most part, rather vague and uncentered, as yet, taking on no very definite forms of action or purpose, or even of opinion, but constantly coming to the surface in the daily life and intercourse of the people, and finding expression now and then in the strictures of the press, in unfriendly legislation it may be, in the retrogressive measures of particular school communities, and in various other ways.

This state of things is not peculiar to Illinois, or to any other individual State, nor yet to the West, or any particular group of States or region of country, but is substantially common to all the States and to the whole country. Doubts, questionings, murmurs of discontent, mingled with voices of direct opposition or appeals for reconstruction and improvement, are coming up from every quarter of the Union—from the old States as well as from the new. This statement is not to be understood as affirming or implying that the public opinion of any State having a well established system of common schools has become hostile to such system, as such, or to the policy of free schools supported and controlled by the State. It is believed that no instance of that kind has occurred, or is likely to occur, but, contrariwise, that on the main question the sentiment of the States, and of the nation as the aggregate of States, is as sound and as firm as ever. Indeed, the number of those who are known to be openly dissatisfied with the present order of things in public education, is still quite small, comparatively, while nearly all even of these earnestly disclaim any unfriendliness of motive or of disposition, as respects the fundamental principles involved. They declare, with almost one voice, that what they seek is not the overthrow of common schools, but their improvement and greater efficiency. It is only when these scattered notes of dissent are gathered into one, and considered as a whole, that their volume and import become serious.

It is worth while to examine these objections, honestly and thoroughly. If they, or any of them, are founded in reason and truth, and supported by facts, it is of vast moment that immediate recognition be given them, and that the proper correctives be applied. If there is no substantial ground for the strictures in question—if the public schools are as good and efficient as the best present intelligence and experience can make them—it is of hardly less moment that this fact should also be clearly shown. Complaints and criticisms will not cease; it is not to be expected, hardly to be desired; they are, to a certain extent, healthful tokens of popular interest and watchfulness. Many of these are, indeed, frivolous and puerile, prompted by ignorance, temporary irritation, or local ill will. But such mere captiousness is without significance, and does little harm. Then there are the chronic grumblers and fault-finders, who are never so happy as when they are miserable; who weep and lament on general principles, and who would continue to do so, all the same, were all their objections answered and all their recommendations adopted. There is also a class of theorists and abstractionists who are never worried by facts, or perturbed by concrete difficulties, but persist, with sublime and beautiful tranquility, in forcing all schemes of education into alignment with their ideal standards, regardless of obstacles however stupendous or invincible. These are they who smile in pity at the notion that a system of instruction, which is good anywhere, is not equally good everywhere—that what works well in Prussia and Switzerland, may not be just the thing for the States of North America. What! say they, are principles, and the methods founded thereon, affected by degrees of latitude and longitude?

Another distinct body is to be seen in the ranks of the attacking forces. These are mounted men, all of them. The animals which they besetride differ greatly in size, color, equipments, and speed—a very picturesque and motley squadron—but certain striking characteristics betray the common origin of all. They are but different species of the same genus—the genus *Hobby*. The appearance of these mounted cohorts when deployed in line of battle, in front of the serried hosts of the common school army, is striking. Each trooper flies a pennon of different shape and color, and inscribed with a different legend. It is difficult to decipher them, amid the plunging and cowering of the rampant steeds, goaded by the savage roweling of the impetuous riders. But here and there, as the banners stream out in the upper air and flash in the sunlight, the following slogans, among others, become legible: "Moral suasion only"—"Spare the rod, and spoil the child"—"Object lessons"—"No new-fangled notions"—"Grammar is the principal thing"—"Reading, writing, and arithmetic, the true common school trinity"—"Out with geography, in with history"—"The word method forever"—"The good old ways"—"Pestalozzi is king"—"Teach without text books"—"Oral teaching is a humbug"—"Kindergartens, and then the millennium"—"Music and drawing at all hazards"—"The common English branches are enough"—"Out with the bible; no priestcraft"—"Moral instruction, or abolish the system"—"The practical only"—"Mental discipline"—"No high schools"—"Public high schools, the people's colleges"—"An American education for Americans"—"German and French, by all means"—"The synthetic method"—"The analytic method"—"The inductive method"—"Analysis, synthesis, and induction, now and forever, one and inseparable"—etc., etc.

It will be seen that these assailing parties are as hostile to each other as to the schools and school systems themselves, the only bond of union consisting in the fact that each trooper levels his lance against some one point of the common school line, while no two of

them agree in assailing precisely the same point. They are all specialists and hobbyists, and hence their strictures are without much force or significance in the estimation of persons of thoughtful and well balanced minds.

The elements of opposition coalesce in divers other forms, under the power of various affinities, motives, and purposes, prominent among which are those of an illiberal, unintelligent, and selfish character. Thus, the hard and miserly join hands to break down a system which extorts taxes from their broad acres and hoarded wealth; the childless unite in objecting to assist in educating the children of others; those who schooled their children under the old regime, would like to know why their present neighbors should not also pay their own tuition bills; those who have grown rich and great without any education to speak of, do not see why their children and their neighbors' children should not be left to do the same; some are not able to reconcile the doctrine of free schools by State law, with their notions of personal liberty, free government, and the declaration of independence; others, of aristocratic pretensions, affect to question the wisdom and to deny the obligation of educating the masses, alleging that even if labor and learning are not incompatible, ignorance is at least the normal and happier condition of the laboring classes; nor are there wanting those who flatly deny that intelligence promotes virtue and thrift, and lessens profligacy and crime, and who therefore denounce public schools in the name of religion and political economy. These, and many other classes and affiliations of persons, added to a species of moral wasps to be found in the social atmosphere of nearly every community, whose nature it seems to be to buzz and sting, keep up a very lively skirmishing along the outposts of the common school army, never permitting the sentinels to sleep at their posts. And it is well.

But the public schools are arraigned by men who belong to none of these classes of theorists, abstractionists, misers, aristocrats, and chronic fault-finders; by men who are actuated by none but the worthiest motives, and who have no personal or selfish ends to subserve. There are allegations of inefficiency and failure which, if true, affect not merely the form but the substance of the school system. An army may be indifferent to the driving in of its distant outposts, but an assault in force upon its intrenched camp is another matter. A tree may be marred by too free or careless a lopping off of its outer branches, but when the axe is laid at the root, its life is imperiled. I have been at considerable pains to gather up what is alleged about the schools, and the result has suggested the foregoing illustrations—they are not inappropriate. The public schools do stand arraigned at the bar of public opinion, upon charges of a very serious nature, preferred by persons whose opinions and statements are entitled to thoughtful consideration. It is therefore proposed, in the interest of free schools, upon whose character so much depends, and in the spirit of candor and truth, to examine some of these witnesses, to note the nature and essence of their testimony, and consider the indictment founded thereon. I give the substance, not always the language, of the numerous communications received. Even where the language is recast, the exact meaning of the writers is carefully preserved.

From a Farmer.—"I am a farmer. My son is now eighteen years of age. He began to attend the district school at the age of six, and has attended two terms, or six months, in each year, from that time until now. He is a boy of good health, and of at least average mental abilities, and has never been considered less studious than his school fellows and classmates. His teachers have been as competent as the average of those employed in country districts. His time in school has been spent, exclusively, upon the seven rudimentary branches taught in the common district schools, spelling, reading, writing, arithmetic, geography, grammar, and the history of the United States. He is, nevertheless, a poor speller, reader, and writer; knows little of arithmetic or grammar, except the rules, and has only a smattering of geography and history. I found out these things by asking him questions, and setting him to do things for me. I take an agricultural paper, and one evening I asked John (my son's name) to take pen and paper and write for me a short article for the newspaper, on the *Culture of Corn*, about which I thought I had some ideas worth communicating. I sat in my easy chair and dictated what I had to say and John wrote it down. When the article was finished, I told John to put my initials to it and send it to the office of the paper. Two weeks afterward, when the paper came, I looked for my article, but found, instead, the following editorial note:

"If our correspondent, 'B. J. T.' knew one tenth part as much about *orthography, punctuation, paragraphing*, and the use of *capital letters*, as he does about '*corn culture*,' his article would have been gladly inserted. His ignorance of those matters, so important to editors and printers, seems as remarkable as his knowledge of the subject treated of. We advise him to write again, and get some intelligent schoolboy to copy his article for him, before sending it to us!"

"My reflections on reading this gentle hint must be left to the imagination. Was not my John an 'intelligent schoolboy?' I would look further into the matter. I asked him to point out Salt Lake City on the map. He did so. By what name are the inhabitants of that city known? He could not tell. Is there anything peculiar in their religious notions and social customs? Not that he knew of. How much sooner does the sun rise in Boston than in San Francisco? He did not know. Why should it rise *any* sooner? He could not say. Though only a farmer, I am fond of Shakespeare, and asked John to read *me a scene from King Lear*. It could not be called reading, and, in much pain, I soon

desired him to stop. How many different sounds are there in the word *eight*? *Five*, of course. Did the colonies, prior to the Revolution, all have the same form of government? Yes. What was it called? Colonial government. How many different kinds of national government have we had since the Revolution? Two, democratic and republican. John, said I, to-day I sold a load of hay, weighing one thousand seven hundred and fifty pounds, and received pay for it at the rate of sixteen dollars and fifty cents per ton; how much money did I get? He took his slate and went to work, while I read a fresh copy of the *Times*. In an hour I had finished the paper, but John had not finished his sum. He said there were so many fractions in it, and he couldn't find a rule that would fit exactly. The next evening I told John that I had a little sum in practical farming for him to do: I rented forty acres of land to Mr. Jones, he to put it in corn and allow me one third of the crop for the use of the land. Jones raised two thousand four hundred bushels, the total cost of which, when cribbed, was three hundred and fifty-five dollars. What did Jones' corn cost him per bushel in the crib; what was the cost of the whole crop per acre, and per bushel, and if I sell my share at fifty cents per bushel how much shall I get per acre as rent? John labored on it most of the evening, but did not get correct answers to all of the questions. I then gave him all of the items of cost and profit, and desired him to open an account with that forty-acre lot, in due form, and prepare a correct balance-sheet of the same. He did not know what I meant.

Finding that my poor boy had very little to show for his twelve years of delving in the seven elementary common school branches; that he was a poor reader and a worse writer and speller; that he knew nothing of punctuation, and could not with the matter furnished him, prepare a few pages of manuscript well enough to save them from the editorial wastebasket; that his stock of history and geography was meagre in the extreme, while his knowledge of arithmetic, beyond the verbiage of the text-book, was unequal to simple ordinary business transactions connected with his father's farm—I thought that perhaps he had made up in general knowledge what he lacked in these respects, and continued my inquiries accordingly.

"His reading books contained pieces from eminent orators, statesmen, and patriots; had his teachers told him anything of their biography, characters, and services—of the occasions and circumstances under which their speeches and addresses were delivered? He said they had not. He had read descriptions of many lands and scenes, curious stories of beasts and birds, of insects and fishes; every day, all these years, he had walked over the earth with its many kinds and qualities of soils, its wintry wonders of frost and ice, its vernal freshness and beauty, the Summer splendors of its trees and flowers, and the autumnal glories of its pictured woods and ripened fruits; he had heard the wild scream of the tempest, the *Æolian* murmurs of the zephyr, the deep bass of the thunder—had watched the sheen and sparkles of the stars of night, the brightening flash of coming day, and the gorgeous skies of sunset—he had lived and moved, and had his being amid these omnipresent wonders of the material world; had his teachers sought to interpret them to him, to awaken his interest in them and to bring him into loving relations with nature, with the objective, the visible, and tangible; had they in any way sought to redeem the dryness and littleness of words and books by showing their relations to the freshness and greatness of ideas and things—had they bidden him watch the curious growths and processes going on about him all the time, the perpetual marvels of plant-life and animated beings, and to move about with every sense awake and alert, eager to note the lessons and revelations coming up from every creature and thing that God has made? 'Why, no,' said he; 'they heard me recite what was in the books.' Of course, I pursued, but did they not do more than that; did they not supplement, and enrich the daily lessons of the books by information, facts, and illustrations drawn from their own reading, observation, and experience, so as to whet your appetite for general knowledge; did they not tell you again and again that the few studies of the district school were chiefly valuable as necessary instruments for future acquisitions, that you might through them become intelligent, well informed, useful, and happy? They had not done any of these things, John said.

"A day or two after this conversation, I took a walk with my son through the gardens, stock yards, fields, and woods, resolved to bring this painful inquiry to a conclusion, and bitterly reproaching myself for having so long taken it for granted that all was well. Of the ground beneath our feet, he only knew that it was a portion of the earth's surface; of the gardens, he knew that vegetables grew in one, and flowers in the other; he knew the names of the various domestic animals, but he did not know which of a cow's jaws was destitute of front teeth, nor, when she rose from the ground, which end of her got up first; the grain in two adjoining fields was six inches high, one wheat, the other oats—he could not distinguish them; all he could say of the meadows, was, that they contained grass; of forest trees, he could tell the names of but few, while of their respective characteristics and values, for fuel, lumber, etc., he was ignorant. But the worst of it all was that the boy's senses seemed inactive, his perceptions blunted, and his mind stupified, by the habit, all these years, of studying mere words instead of things also, and of regarding school work as something separate and apart from the out-door world, having but a vague and unimportant relation to everyday life. Thenceforward I tried to arouse the child's dormant senses and faculties, and to show him what great things God had done for his education; to give him a fresh baptism into the spirit of Nature and the world of realities, from which, alas! his schooling had seemed to separate him."

From a Laborer.—"I am a laborer. My daughter is fifteen years of age. She has attended the district school since her sixth year. I have waited for the time when she could read the paper to me when I returned home from my labor in the evening, and when she could keep my little accounts, and write an occasional letter, and assist her mother in the care and instruction of the younger children, and contribute generally to the attractiveness and decorum of my humble home. In this hope, we have contrived to get along without her services in the household, for more than half the time for nine years. But the close of each successive school year has found her about where she was at its commencement—no perceptible advance, no marked improvement in spelling, reading, or writing. She has gone over the same ground so often that she now seems to put forth no mental effort at all, her mind seems to be losing all grasp and power, and she moves along in a listless mechanical way, in the same old ruts, with no seeming power or even inclination to get out of them. Her school books lost all their freshness and interest years ago, since which time she has really made no progress in learning that I can see; we cannot see that she knows more than she did three or four years ago. Her teachers seem to have no power to reawaken her interest in her old books, or to devise any new methods of enlisting her attention.

"Before she started to school, she was a bright, eager child, watching and questioning me about many things, while at my work; full of wonderment and intelligent curiosity to learn the names and uses of what she saw, and adding daily to her little stores of knowledge. In this respect she does not seem like the same child now. Her eagerness to learn about flowers and plants, about trees and animals, and the many other things of out-door life which once had such a charm for her, is gone. She seems to think that there is no teacher but the schoolmaster, no place to study in but the school house, and nothing to be learned but what is in books. Even of her text books, she knows little save their words; it is surprising what few *ideas* she gains from them. She seems scarcely to apprehend the use of words, regarding them as of use in themselves, rather than as the means of thought and knowledge.

"Thus, she gave correctly the book definitions of latitude and longitude, but had no proper notion of the things defined; she had at her tongue's end the elementary rules of syntax, but habitually violated them in conversation, saying, 'my hands is cold,' 'her and me are going,' etc., in the next breath after faultlessly repeating the violated rules; she could recite, verbatim, all the rules for calculating interest, and had performed, she said, all the examples in the book, but returned to me, unsolved, a little six per cent note that I held against a neighbor, being unable to find the true amount due thereon; her reading is monotonous and mechanical, without spirit or expression, even in her school readers, while newspapers and magazines are almost an unknown language to her—she really can't read them at all.

"Nor is this all. She has not improved in morals, and has actually deteriorated in manners. She is less conscientious and truthful than she used to be, has not so nice a sense of right and wrong, and is less shocked by acts and words of deception and prevarication. Her ideas of reverence and obedience have not been strengthened at school, but contrawise. I cannot learn that her teachers are accustomed to inculcate the moral virtues, or to hold up the divine law as the ground of moral obligation and the criterion of right and wrong in human conduct. Hence, the fear of detection and exposure, or some other equally inferior motive, seems to have more weight in deterring her from wrongdoing, than any well-defined principle of right. She does not seem to have ever learned from her teachers that all absolutely good conduct consists in doing right because it is right, for right's sake. She has always been so taught at home, and it is a grief to us to think that the same principles of truth and right are not set forth and confirmed at school.

"If the school has contributed little to the growth and development of right moral principles in our little girl; to the formation of a conscientious and lovely character; it has done still less toward the improvement of her manners. The latter is, indeed, a necessary sequence of the former, and nothing else was to be expected; because gentle manners come of a gentle spirit, and refinement in outward acts is but the manifestation of inward refinement and purity. It seems to me, that no one who is ignorant of this, and who does not illustrate its truth in his own daily life, ought to be a teacher. But it is quite certain that our Mary receives no help from her teachers in this direction. On the contrary, greater efforts are constantly needed at home to keep her from lapsing more and more into rude, uncouth and unamiable ways. Carelessness of speech and of apparel; vulgar loudness of tone in conversation, with offensive flippancy of air and bearing in the presence of older people; the use of slang phrases, supposed to be piquant and smart, with other indecorums of language; slouchiness in walking and sitting, and a general tendency to uncouthness of deportment; neglect of nails, hair, and hands; soiling, disfigurement, and mutilation of books; a noisy and piggish way of eating and drinking, and other offenses against the proprieties of the table; lack of delicacy and refinement, and of thoughtful courtesy to others—these are some of the violations of decorum and good breeding which seem to receive no check, or even notice, at school, and against which there is a steadily increasing need of admonition and restraint at home. It may be that we are particularly unfortunate in our schools and teachers, but they seem to be about as good as those of the neighboring districts. We have always paid our teacher from twenty-five to thirty dollars a month, which

I think ought to secure us the services of a pretty good teacher. We have concluded not to send Mary to the public school any more, and unless we can have a better school, we don't know what to do about the education of the younger children."

From an Editor.—"I am an editor. The handling and inspection of manuscripts is a part of my daily business. The cardinal virtues to be observed in writing for the press are legibility, correct orthography, careful and proper punctuation, right use of capital letters, suitable division into paragraphs, and the use of one side only of the paper. A disregard or violation of these rules, is considered as a deadly sin by all editors and compositors, and consigns to the waste basket and to oblivion, reams and bushels of manuscripts every year. They may possess other merits in high degree, but, if lacking in these essentials, overboard they must go. Editors and compositors have no time to eliminate the grain from the chaff; the grist must come to the mill all ready for the hopper, or it cannot be ground, or, if taken just as it comes, the result would often be a sad compound of flour and bran. It is an impertinence for writers to send their productions to publishers in a crude, half-finished state, misspelt, scrawled and jumbled, and expect the printers to waste their time in doing what it is not their business to do. As well might farmers take their wheat to market, in the ear; their corn in the husk, or their wool on the sheep's backs, expecting the purchasers to shear the sheep, thresh the wheat, and husk the corn, with no reduction of price. Not ten per cent of the manuscripts sent to editors are worth printing any way, but even those containing thoughts of fine gold are justly discarded if the glittering ore is half concealed in the dirt of an execrable chirography, or imbedded in the hard quartz of false syntax and heathenish orthography. In the miner's rough phrase, 'such diggings don't pan out worth a cent.'"

"As an editor of a village paper, I have had ample opportunity to note what the public schools are doing in behalf of these few and simple, but very important elements of a good English education—penmanship, orthography, punctuation, and the minor niceties and proprieties involved in letter-writing, and in preparing communications for the press. Beginning with my own three children, aged respectively twelve, fifteen, and seventeen years, not one of them has acquired in school a competent knowledge of these things. I repeatedly inspected their 'compositions,' and always found them grossly defective in these particulars. They seem to have no idea at all of breaks and paragraphs, according to the sense, but, after finishing what they have to say on one point or topic, they are almost sure to begin another topic on the same line, and sometimes with a small letter.

"The fact is my children have received no instruction in these matters, for the very good reason that their present teacher (and probably those before him) is himself ignorant of the rules of punctuation, composition, and kindred branches of a good English education. This I found out by receiving from him, not long ago, for publication in my paper, a communication of seven foolscap pages in length, which was not only written on both sides of the paper, in a cramped school-boy hand, and with numerous errors in orthography and the use of capitals, but there was not a break or paragraph, nor a punctuation mark, from beginning to end. The object of the communication was to show the advantages, to the rising generation, of common schools in general, and of his school in particular! which was decidedly 'good,' under the circumstances.

"Shortly after this discovery as to the literary and scriptory qualifications of our teacher, I visited his school, and remained long enough to note his method of conducting recitations. He first called a class in history. The text book had questions at the bottom of each page. From these questions the teacher did not deviate in the least particular, nor did he ask any that were not in the printed list. Sitting by his side, I noticed that he had placed pencil marks around so much of the text as contained the answers to the successive questions, and that his eyes kept glancing from the respective questions to the marked answers thereto. Answers given in the very words of the author were accepted as satisfactory, while all others were carefully amended by the teacher, in accordance with the bracketed passages of the text. Thus: 'When was gold discovered in California, and what followed?' The pupil to whom this question was addressed, answered briskly as follows: 'Gold was discovered in California soon after the close of the Mexican war, and caused a great rush to the gold mines from every part of the world.' 'Next,' said the teacher, with his eye on the text. 'Some persons accidentally found gold in California, while they were making a treaty of peace with Mexico, and people immediately began to flock to the land of gold from all parts of the world,' was the animated reply. 'Next,' said the teacher, with some impatience, not removing his eye from the marked passage. 'They found gold in California after the Mexican war was over, and before the treaty was made, and people began to emigrate there, from nearly everywhere, to get the gold,' was the spirited answer. 'Any one in the class who can answer the question may raise his hand,' said the teacher of history, growing a little red in the face, and placing his finger on the paragraph so as not to lose the place while he looked at the class for the coveted signal. Three hands were raised. 'John may answer,' said the principal of our village school, quickly fixing his eye again upon the sentences marked in pencil. And now came the hoped-for answer, *verbatim et literatim*, repeated in a slow, precise, mechanical tone: 'Just before the conclusion of the treaty with Mexico, gold was discovered in California; news of this discovery caused a wonderful tide of emigration from all parts of the civilized world to set towards the land of gold.' 'Right,' said the principal of our public school,

with an air of relief, his face brightening up, as he turned upon me a satisfied look. The whole thing was a matter of sheer memory; not one scintilla of animation, nor one discursive, illustrative, or explanatory remark on the part of the teacher. The subsequent recitations, in grammar and arithmetic, were conducted in substantially the same dull, spiritless *verbatim* manner—the words of the book being the alpha and omega in all of them.

“My oldest boy had completed the course in higher arithmetic, including the buying and selling of exchange and stocks, business forms of all kinds, and the nomenclature of financial operations, and of trade and commerce generally. Knowing this, I handed him the following slips cut from one of my commercial exchanges, and desired him to read and explain them:

“‘New York exchange was higher to-day, in consequence of the heavy demand to meet maturing liabilities to Eastern creditors. Sales were made, between banks, from par to fifty cents per one thousand dollars premium. In the open market, good commercial paper, with two names, sells at one and a half per cent per month, and the money is not to be had, outside of banks, for less.

“‘Messrs. Lunt, Preston, and Kean quote as follows, this afternoon:

	Buying.	Selling.
U. S. 6's of '81.....	116	116½
5-20's of '62.....	111¾	112
5-20's of '64.....	111¾	112
5-20's of '65.....	112	112½
5-20's of '65, January and July.....	114	114½
5-20's of '67, January and July.....	114½	114½
5-20's of '68, January and July.....	114	114½
10-40's.....	108	108½
U. S. 5's (new issue).....	110½	111½
U. S. currency 6's.....	113¾	113½
Northern Pacific Gold 7-30's.....		100 and int.
Chicago City 7's.....		99 and int.
Cook County 7's.....		99 and int.
Illinois County and Township 10's.....	93@95	
Sterling Exchange (large drafts).....		108¾@110¾

“He could not do either the one or the other. The very language seemed almost as unintelligible to him as if it were written in an unknown tongue, and he stumbled through it in a halting, mechanical way, showing that his understanding had no part whatever in the performance. He could not tell me the meaning of ‘New York exchange,’ ‘sales between banks,’ ‘open market,’ ‘good commercial paper with two names,’ ‘U. S. 6's of '81,’ ‘5-20's of '62,’ ‘Chicago City 7's,’ nor any of the other terms in the list—it was all unintelligible and meaningless to him. It is not at all to be wondered at that a boy of seventeen should not be familiar with commercial technology, unless specially instructed therein. But my boy had been studying arithmetic for seven years, and had been through a treatise on that science which professed to contain, and which did contain, a clear statement of all the principles necessary to a full understanding of everything in those printed slips. The teacher had never applied these definitions and principles to the current and living language and facts of commerce and finance, as displayed daily in the newspapers, but had stuck to his text book as though they had no perceivable connection with the actual business and trade of the world. That is why my boy, after spending nine years in the public schools, could not even read intelligently a money article in one of the daily papers. A small fraction of the time spent by the teacher in bothering his pupils over a mass of worthless details in grammar, geography, and history, would have more than sufficed to render them familiar with all the business terms and financial phrases constantly employed by the commercial press, and by writers on fiscal affairs, and that without the loss of anything worth knowing or remembering in the branches mentioned. These are the facts with regard to my own children, and my opinions based thereon.”

We have now examined three witnesses, and heard what they have to say. Care has been taken to collect facts, views, and opinions from the representatives of many other classes and departments of labor and industry; from those who earn their bread by daily manual toil, to the so-called learned and professional classes; and if there were space to record their statements, or if further testimony were necessary to the purpose in hand, many others stand ready to be heard. Of course there is the greatest variety of opinions, criticisms, and suggestions; but, while emphasizing those phases of the subject which their

own particular occupations or predilections would naturally bring most prominently to view, there is, nevertheless, a substantial and surprising agreement in a few important particulars. Among the points which a comparison of the statements at hand shows to be held in common, are the following: (1.) That the course of study in the common, ungraded schools of the country needs revision, both as to the branches of study embraced therein, and as to the relative amount of time devoted to each one thereof. (2.) That many of these schools are not doing their elementary work well; that the pupils rarely become good and sure spellers, or easy and fluent readers, and are deficient in penmanship, and especially in a knowledge of the primary rules pertaining to punctuation, the use of capitals, and the common proprieties of letter-writing and English composition. (3.) That the teaching is too bookish, narrow, and technical, being largely defective in method, dull in manner, and therefore devoid of attractiveness, inspiration, and zest. (4.) That there is too much isolation in schools and school work—too little recognition and intelligent sympathy between the little world, little lessons, and little books within the school house, and the great world, great lessons, and wonderful books outside of the school house; too little apprehension and realization of the fact that schools and school days are but places and days of apprenticeship, wherein to learn the use of a few necessary tools and implements, wherewith the better to fight the long, hard battles of life and duty in the world and out of doors; and, hence, the closer the connection that is kept up between those tools and implements and the scenes wherein, and the materials whereon, they are to be wielded, the better. (5.) And, finally, that the attention paid to the morals and manners of the pupils—to those many little matters of deportment and speech which contribute so much to the comfort and charm of home and of society—is unsatisfactory. Such are the witnesses and their testimony, and it must be conceded that if they do not make out a case against the schools, they afford much matter for reflection.

It will be understood, of course, that these facts and strictures were brought out, mainly, in response to invitations to that effect—they exhibit one side only of the question, and are here recorded as such, and for that purpose. It would not be difficult to obtain counter statements to an almost unlimited extent, but the other side has so often been heard, and the tendency to laud the schools without due discrimination, in educational reports and elsewhere, is so strong, that it has seemed of use to allow full weight at this time to what may be advanced by way of criticism. That which is good, or that which is good in the main, as our public schools most certainly are, has much to gain and nothing to lose from honest investigation, and searching inquiry.

And yet how can we expect any thing else than the above testimony? How can we expect that the schools rise higher than the system? If there were not radical defects in the system, there would be no widespread failures of the schools. If the scholars, after leaving school, are not well grounded in the "seven common school branches," how can our teachers be, when they are directly drawn from these very scholars, and pass from the pupil's bench, without any professional preparation, to the teacher's desk? Girls, in doffing their short clothes, frequently don the teacher's cloak. This happened so frequently in cities, that Boards of Education saw themselves compelled to adopt a rule that no teacher less than *sixteen* years of age could be appointed to a position. Still the girls, who had presumably a good knowledge of the text books they had just thumbed, and being able thus to pass a very creditable examination on them, were pushed and forced into the primary schools, until in sheer self-defense, and to insure at least some stability of character, some recognition of the difficulties of the work, and of the qualifications requisite for its performance, some Boards of Education passed a rule that no teacher less than *eighteen* years of age could aspire to a situation.

Country schools have not fared much better. At some county examinations, troops of girls, ranging from fourteen to sixteen years of age, passed their examination, frequently under the personal supervision of their teachers, as members of the Board of Examination, and then they were full-fledged teachers. The evil became so crying, that at its last meeting the State Board of Education saw itself compelled to pass a rule that no candidate for teacher's certificate must be less than eighteen years of age. What intensifies the evil is that these young girls thus prematurely crowding—yes, actually crowding into the profession, and

generally at the expense of experienced teachers—have no higher conception of the profession than that it presents a genteel method of raising a little pin-money, or of agreeably passing the time till “he” withdraws them from the school. Far be it from me to overlook for a moment those noble and devoted women who have spent “their very life-blood of body and mind” in the profession. We cannot enough honor them, and it would be sacrilege to name them in one breath with the others just described. And keenly these real teachers feel the degradation of being put on a level with those butterflies who are, for the nonce, dubbed “teachers.” Many an excellent teacher has been lost to the profession because he or she found that all the efforts to realize the highest ideal of a *teacher* would count for no more, in the judgment of the crowd, than the crudest efforts of the most mechanical school *keeper*.

California is not alone suffering from young and inexperienced teachers. In Pennsylvania a writer places the average age of teachers in the State at about twenty-three. Of course many, very many, teachers must be much younger than this, for there are many aged and middle-aged teachers who are constantly employed in the schools. “Visiting a school recently,” says the writer, who signs himself “A Teacher,” “that was presided over by a mere boy, I observed the following motto, among others, hanging on the walls of the school-room: ‘The Common Schools—our Country’s Hope.’ I could not help reflecting on the import of the motto and the young teacher’s mission to propitiate its realization. If it is true that the common school system is the strong pillar of our State, it cannot be denied that her destiny lies, to a great extent, in the hands of inexperienced, fickle-minded boys and girls, for by them the majority of our schools are taught. The average age of the teachers of our State [Pennsylvania] is twenty-three years. Now, since the teacher’s position is such a responsible one, the majority of persons at this age have not that experience and stability of character necessary to enter upon its duties. If there is any profession demanding experience, force of character, and maturity of mind, it is the teacher’s, and these qualities are seldom found associated with the age of twenty-three years. The Constitution of the United States recognizes this fact in providing that no person shall be a representative who shall not have attained the age of twenty-five years, and a Senator under thirty years, and none President under thirty-five years. When the average age of our teachers is twenty-three years, there must, of course, be many who are older and experienced, but the services of these, however important, do not compensate for the inefficiency or positive evil resulting from the employment of so large a proportion of boys and girls. The best instructor is none too good for his position, and has nothing to spare. The best engineer cannot run more than his own train. Intellectually, some of these young teachers are qualified well enough, but this sort of qualification is not all that is needed. The formation of character is one, and perhaps the principal object of our schools, and how much can mere boys and girls accomplish in this respect, who are themselves fickle-minded, and lack moral force? It is an illustration of the blind leading the blind.”

The second evil under which our schools are suffering is that in the eyes of many, almost all, teaching is looked upon as a stepping-stone to something higher. Many students of law, medicine, or theology, find the common school a convenient place to replenish their purses. How

can such teachers be successful if their aim is success, not in teaching, but in the contemplated profession? Then, again, the common school is a convenient refuge for stranded ministers, lawyers, doctors, in fact, for any one with a common school education who has failed in every other direction, and now "quietly sits down in the teacher's chair and complacently says: 'At last I have found a place of rest.'"

It is absurd to expect anything else. For the text book is the real teacher in our schools. The text book is the substitute we have put in the place of the trained teacher. The text book not only presents the quantity and quality of the material to be learned by the children; it also defines, if not prescribes, the method according to which the children are to learn. The text book is more considerate yet: By means of printed questions, it relieves the teacher of even the little labor which otherwise might be required of him in framing the questions necessary to gauge the scholar's knowledge of the text. Examine any new text book; its claim to preference over its predecessors rests invariably upon two points: first, the quality and quantity of the matter it presents is better suited to the mental capacity of the minds for whom the book is written; secondly, the plan of presenting this material is, in some points at least, far superior to any previous plan; and a third point generally is, that the questions appended will thoroughly test the scholar's knowledge of the text.

But the text book goes yet further; it determines, on the one hand, the qualifications of the teacher, and on the other hand, his efficiency as a teacher, and the natural result must be that the teacher considers himself merely as the exponent of the text book, and as such he prepares himself for his work, and as such he labors. And if not a necessary result, yet a far too frequent result of the text book system is "the dull, hard pedant, who insists on the pupil's committing to memory and reciting the mere words of the text book, without examination into their sense or meaning." "Text-book-crammed pupils, leaving school with disgust for books," are too numerous to leave us in doubt of this.

The text book system is directly responsible for the overwhelming number of unqualified teachers in our schools. In popular estimation, a teacher need possess but little knowledge beyond the text books from which he has to hear recitations. As long as a certain modicum of text book knowledge is all that is required to pave an entrance into the profession we shall see boys and girls crowding that profession; we shall see temporary teachers filling the places of those who alone, through broad culture and thorough preparation, are entitled to the teacher's desk. It is absurd to expect that we can "allow time in the school-room for the teacher to learn the technique of his profession. He must have mastered that, in theory at least, before he enters upon the actual work. Now, one of the chief tasks of Normal Schools is to teach this technique. The graduates of Normal Schools go to work at the start 'as if they knew what they were about.' They waste no time in learning the little things upon the practice of which depends so much economy of time in the school-room, and hence the success of the teacher. Their scholars go directly to work, and are kept at work. They know what other communities are doing in other schools, and they spare no effort to keep their own up to that standard. They have been taught how different theories of education have worked in the past, and they do not, therefore, waste time in trying plans which were long ago proved to be of no value." We shut blindly our eyes to the signs of the times if we refuse to stop short of providing for our common schools

trained teachers—not trained through repeated and serious failures in the school-room, but trained in a two or three years' course in a Normal School, in a seminary of training. In every country in Europe, in the Canadas, this is required. Says a lady teacher: "Recently, when attending an institute in the eastern part of Maine, I learned, with great satisfaction, that just over the border, in New Brunswick, none but trained teachers are employed. We ought to cover our faces with shame that it is not so here."

In some States there still prevails the good old system of Committees, or Trustees, determining the qualifications of any one offering himself as a candidate for "keeping the district school." What a farce! And not much better is the system prevailing in other States—perhaps now in most—of placing the examination of teachers throughout the State exclusively in the hands of experienced teachers. Certainly, on first view, a system far in advance of the former. California is justly held up as a bright example in first inaugurating this system. But, because tried here the longest, its utter inadequacies are most glaringly exhibited in this State. And yet, at a meeting of the National Educational Association, held in Boston in eighteen hundred and seventy-two, when the question of how to insure to the schools only qualified teachers received even greater prominence than is usual at such meetings, the following propositions were presented as providing a panacea for protecting the schools against "charlatans, ignoramuses, and humbugs generally:"

First—A comprehensive system of State, city, county, and town Boards of Examination. Second—Boards of Examination to be made up of State, city, county, or town Superintendents, together with a limited number of professional teachers, appointed in the manner best suited to the school systems of the different States. Third—A graded series of teachers' certificates, from life diplomas down to temporary certificates valid for one year, granted on actual examination only. Fourth—Examinations to be conducted in writing, and the percentages allowed in each study to be indorsed on the certificate.

A teacher's certificate, granted upon the above plan—as almost all certificates are granted in California—simply testifies that its possessor has a definite knowledge of certain subjects. Now, a candidate may appear so well in arithmetic, grammar, and some other studies, as to overcome a complete failure in theory and practice, or methods of teaching, and yet a satisfactory examination in the latter ought to be the first consideration. A superior education does not make a professional teacher; it is one of the requisites, certainly, but by no means the sole, or even chief requisite. A young man graduating at the head of his class may be totally unfit to teach a district school; a man or woman must learn by actual practice in the school-room, or, rather, training-room—as connected with every well organized Normal School—the art of imparting knowledge and of governing. There may and are born teachers, but the number is very small, and would not supply the schools of a single county. It would be the height of folly to expect that a medical student, after studying and mastering no matter how many text books, is sufficiently qualified to begin to practice, and that any lack of professional skill will be easily acquired in experimenting upon the health, limbs, and lives of his trusting patients; it is as egregious a folly to expect that a certain amount—no matter how great an amount—of knowledge entitles any one to supply a want of skill in teaching, by experimenting upon the health and life of the souls and

minds of the children committed to his care. Nay, the latter is the greater folly of the two: for here we are trifling with the immortal part of man. The inexperience and stupidity of the physician are sorely felt at the time; but the ignorance and inexperience of the teacher may continue undetected for years; and there is no reparation of the incalculable injury done to the mind when most plastic.

But it is not possible even of insuring a modicum of literary culture by the present system of examining teachers. Examinations are frequently dishonest. Not only the candidate resorts to dishonest means; County Superintendents have been known to give candidates a few days preliminary examining of the questions upon which they are required to pass. This evil became so notorious, so crying, that the State Board of Examination saw itself compelled to send the examination questions securely sealed, and to insist that County Superintendents do not open them until the regular meeting of the County Board of Examination, and then in presence of at least one member of the Board, other than the County Superintendent. Within the last year one County Superintendent refused to appoint a regular Board of Examination, but conducted the first examination himself, had his wife as an applicant, granted her a certificate, and then, for the next examination, appointed a regular Board. Another County Superintendent never appointed a Board, examined himself, granted himself a certificate, and then had the effrontery to ask for a State certificate upon such a county certificate. A third County Superintendent, after the close of an examination, took the questions home, answered them at his leisure, and found his Board pliable enough to grant him a certificate upon such an examination. Other examples might be multiplied *ad nauseam*, but the above are more than sufficient.

But even granting the possibility of insuring an impartial and rigid examination of the candidates, how are the examiners qualified for their work? In many cases they are not even on a level with the examinee. After every quarterly examination, thirty sets of examination papers are forwarded, on an average, to the State Board, for examination; and a pedagogical almanac, outrivalling "Josh Billings' Almanax," could be compiled from the absurd answers which the County Boards have gravely indorsed as correct.

To show the material which comes before the County Boards of Examination, and of which, to a great extent, the Boards themselves are composed, I present the following sketch from a Pennsylvania School Director. Twenty-five years' active labor in the profession, and what opportunities I have had of examining our country schools and listening to the proceedings of Teachers' Institutes, lead me to fully indorse as correct the statements set forth by said Director:

"It is a painful experience," says Mr. Geo. H. Richard, in the *Pennsylvania School Journal* for October, eighteen hundred and seventy-three, "to listen all day to many of the examinations made by County Superintendents, of those who are applicants for the position of teachers in our common schools. We expect at least that those applicants will be more than ordinarily familiar with the first principles and facts of the subjects in which they propose to give instruction. More than this, we look for evidences of some just conception of the general nature of the teacher's profession, its true spirit, its just demands. Yet, throughout our State within the past few weeks have been, and during the next few weeks will be examined scores of teachers who will fail to answer such expectations in any but the most ordinary degree. Did only new aspi-

rants for the teacher's honorable and responsible position make this failure, we might regard it with more of hope than anxiety. But when very, very many of those who have been teaching for several years, give no evidences of improved scholarship, and they are constrained to confess that they have no clear ideas of the nature of the mind they presume to train, and but the faintest, if any, ideas of either the general or special phases of the educational thought of the times, deep anxiety must prevail in the minds and hearts of the true friends of our common schools. Notwithstanding our Normal Schools, our County and District Institutes, and the other influences set to work to energize the teachers and stimulate them to the acquirement of more knowledge, and the cultivation of a broader and deeper intellectual culture, the masses of our common school teachers have not been affected as they should. They will fritter away their time in trifling pursuits. They seem to care nothing about progress. They are content if they succeed only in undergoing a passable examination, after a few weeks' hurried brightening up."

I shall now present some of the results of the last examination. Below are given the written answers to questions submitted to examinees in arithmetic, grammar, geography, history, algebra, physiology, natural philosophy, natural history, methods of teaching, and composition. Six sets of examination papers are selected, indiscriminately, out of about forty sets, care being taken that no two sets are from the same county. Every one of the candidates has received a first-grade county certificate upon the answers herewith given; and the percentage given by the County Board was high enough, in every case, to entitle the candidate to a first-grade State certificate, in case the State Board of Examination should indorse the markings of the County Board. It will be seen, then, that no unsuccessful candidate is represented; but that in every case, the candidate received the County Board's fullest indorsement for fitness to teach any school of the county. For the benefit of those not conversant with the present *modus operandi* of granting State certificates, it may be stated that the State Board holds no examinations, but leaves this work to the County Boards. An applicant for a State certificate must pass his examination before some County Board, and have his examination papers sent to the State Board, who reexamine the papers, and grant a State certificate of a grade corresponding to the percentage reached. Eighty-five is the minimum percentage for a first-grade State certificate; eighty for a second-grade State certificate, and seventy-five for a third-grade State certificate.

The answers marked (a) belong to a candidate who, after passing through the public schools, attended a seminary for three years, and who taught in the latter for a year, and in the public schools one month. The answers marked (b) belong to a candidate who, after passing through the public schools, attended a high school for five years, and a normal school for five months, and who has taught in public schools nearly two years. The answers marked (c) belong to a candidate who, after attending one of the private schools called "institutes," for five years, attended a normal school for six months, and who has taught nearly three years and a half. The candidate whose answers are marked (d) taught in seminaries for about three years. Class of schools in which educated not given. The answers marked (e) belong to a candidate who, after passing through the common schools, attended a university for a year, and has taught in common schools for about five years. The answers marked (f) belong to a candidate educated in the common schools, and who has taught over two years.

The answer and work are given as nearly as possible *verbatim et literatim*. The capitalizing and punctuation, or rather want of punctuation, have been followed as closely as possible. But in many cases corrections had to be made in order to admit of having the copy printed. Where the sometimes abominable chirography left the spelling or meaning of the writer uncertain, he received always the benefit of any doubt.

The following rules and regulations, among others, are constantly before the candidate while passing his examination:

Write on only one side of each sheet of paper, number your pages, leave a margin, divide into paragraphs, and do not crowd your words. Paper is cheap; write in a large, legible hand, and thereby save the examiners much vexation of spirit, and yourselves some credits.

If you find a question that puzzles you, do not waste time in worrying over it, but pass over to the next, and return to it after you have answered the others.

Do not hurry; do not worry; do not get excited and nervous, but quietly write all you know about the subject.

In arithmetic, separate every operation by ruled lines across the page, or by a blank space. Make large figures, and do not mix up operations.

In grammar, use the briefest forms of parsing and analysis; and do not waste words on details. Any grammar, ancient, or modern, or antediluvian, will be recognized as authority.

Do not attempt to "cram" for the examination, for it will only confuse you.

Number all answers to correspond with the questions and subdivisions of questions.

After you have completed a paper, examine it carefully with reference to spelling, capitals, and punctuation. Any deficiencies in legibility of writing, correctness of spelling, punctuation and capital letters, subjects the examinee to a deduction of credits.

ARITHMETIC.

One Hundred Credits. Ten Questions, Ten Credits Each.

1. The shadow of a tree measures 84 feet. A staff 20 inches long casts a shadow of 9 inches at the same time. What is the height of the tree?

$$(a) 84 \text{ feet} \times 12 = 1008 \text{ in.}$$

$$20 \text{ in.} : ? :: 9 \text{ in.} : 1008 \text{ in.}$$

Ans.—186 feet, 8 inches.

(b) 84 feet = 1008 inches. And if a staff 20 inches long cast a shadow 9 inches long then $\frac{9}{20}$ of 1008 inches = $186\frac{2}{3}$ feet height of the tree.

$$(c) 20 \text{ in} \div 12 = 1\frac{2}{3} \text{ ft} = \frac{5}{3}$$

$$9 \text{ in} \div 12 = \frac{3}{4} \text{ ft}$$

$$\frac{5}{3} \times \frac{3}{4} = \frac{9}{20} \times \frac{84}{1} = 37.8 \text{ feet.}$$

$$(d) 20 \text{ in} : 9 \text{ in} :: 84 \text{ ft.}$$

$$\begin{array}{r} 9 \\ 20 \overline{)756} \\ 37\frac{2}{3} \text{ ft} \quad 34\frac{2}{3} \text{ ft Ans.} \end{array}$$

$$(e) 9 \text{ in} \div 1008 \text{ in} :: 20 \text{ in} : x$$

$$112 \times 20 = 12 \overline{)2240 \text{ in}}$$

$$186\frac{2}{3} = \frac{5}{3}. \text{ Ans } 186\frac{2}{3} \text{ ft height of tree.}$$

(f) $9:20::84:186\frac{2}{3}$ ft.

$$\begin{array}{r} 84 \\ 20 \\ 9 \overline{)680} \\ 186\frac{2}{3} \end{array}$$

2. Add $\frac{3}{4}$ of a mile, $\frac{1}{2}$ of a furlong and $\frac{3}{16}$ of a rod.

$$(a) \frac{3}{4} \text{ mi.} \times 8 \text{ fur.} = \frac{16}{8} \text{ fur.} \times 40 \text{ rd.} = \frac{640}{8} \text{ rd.} \frac{1}{2} \text{ fur.} \times 40 \text{ rd.} = \frac{40}{2} \text{ rd.} = 20 \text{ rd.}; \frac{640}{8} \text{ rd.} + \frac{20}{1} \text{ rd.} + \frac{3}{16} \text{ rd.} = 233\frac{3}{8} \text{ rd.} \text{ Ans.}$$

$$(b) \frac{3}{4} \text{ mi.} = 213\frac{1}{2} \text{ rds.}; \text{ and } \frac{1}{2} \text{ fur.} = 20, \text{ and by adding these rods and fractions of rods we have } 213\frac{1}{2} \text{ rds.} + 20 \text{ rd.} + \frac{3}{16} \text{ rd.} = 233\frac{3}{8} \text{ rds.} \text{ Ans.}$$

$$(c) \frac{3}{4} \text{ mi.} \frac{1}{2} \times \frac{1}{8} = \frac{16}{16} \text{ fur.} \frac{3}{16} \times \frac{1}{8} \times \frac{1}{40} = \frac{1}{1920} + \frac{3}{8} + \frac{1}{16} = \frac{1680}{1920} + \frac{120}{1920} = \frac{3080}{1920} = 1\frac{53}{24} \text{ Ans.}$$

$$\text{or} \\ \frac{3}{4} \times \frac{3}{16} = \frac{16}{8} = 5\frac{1}{2} \text{ fur.}; \frac{1}{2} \times \frac{40}{1} = 13\frac{1}{2} \text{ rods}; \frac{1}{2} \times \frac{40}{1} = 20 \text{ rd.}; \\ \frac{3}{16} \text{ rods} = \frac{1}{8}; 5 \text{ fur. } 13\frac{1}{2} \text{ rods} \\ 20 + \frac{1}{8}$$

$$5 \text{ fur. } 33\frac{3}{8} \text{ Ans.}$$

(d) Not solved.

$$\begin{array}{r} (e) \frac{3}{4} \text{ of a mile} = 5 \text{ fur. } 13 \text{ rod } 1 \text{ yd. } 2 \text{ ft. } 6 \text{ in.} \\ \frac{1}{2} \text{ of a furlong} = 20 \text{ " } 0 \text{ " } 0 \text{ " } 0 \text{ " } 0 \text{ " } \\ \frac{3}{16} \text{ of a rod} = 2 \text{ " } 9 \text{ " } \\ \hline 5 \text{ " } 33 \text{ " } 2 \text{ " } 2 \text{ " } 3 \text{ " } \end{array}$$

$$(f) \frac{3}{4} \text{ m.} = \frac{3}{4} \times 8 = \frac{16}{4} + \frac{1}{2} = \frac{35}{6} \text{ fur.}; \frac{35}{6} \text{ fur.} = \frac{35}{6} \times \frac{40}{1} = \frac{1400}{6} \text{ rods} + \frac{3}{16} = \frac{1401}{6} = 233\frac{3}{8} \text{ rods.}$$

3. A sold B a farm and gained 20 per cent. B sold it to C and gained 10 per cent. C. sold it to D for \$1,254 and lost 5 per cent. What did it cost A?

$$\begin{array}{r} (a) .95 \overline{)1254} \text{ (\$1320 = What C paid for it.} \\ 1.10 \overline{)1320} \text{ (} 1200 = \text{ " B " " " } \\ 1.20 \overline{)1200} \text{ (} 1000 = \text{ " A " " " } \end{array}$$

$$(b) 5 \text{ per cent of } \$1254 = \$62.70 + \$1254 = \$1316.70 \text{ cost C.} \\ \$1316.70 - 10 \text{ per cent, or } \$131.67 = \$1185.03 \text{ cost B.} \\ \$1185.03 - 20 \text{ per cent, or } \$237.006 = \$948.024 \text{ cost A.}$$

$$\begin{array}{r} (c) 1254 \div 95 = 1320 \div 110 = 1200 \div 120 = 1000 \text{ ans.} \\ 1.00 - .05 = 95. \\ 1.00 + .10 = 1.10. \\ 1.00 + .20 = 1.20. \end{array}$$

(d) Not solved.

(e) C sold it to D for \$1254, losing 5 per cent which is \$1320.00 = what it cost C. B sold it to C gaining 10 per cent which is \$1200.00 = what it cost B. A sold it to B gaining 20 per cent = \$1000.00 = what it cost A.

$$(f) \begin{array}{r} .95)1,254(1320 \\ 1.10)1320.00(1200. \\ 1.20)1200(1000. \end{array}$$

4. A receives \$210, which was $\frac{2}{3}$ of B's portion; and three times C's portion was $\frac{1}{2}$ the whole estate. What was the value of the estate?

(a) If \$210 = $\frac{2}{3}$ of B's portion, $\frac{1}{2}$ of \$210. would equal $\frac{1}{3}$ of B's. \$210 \div 2 = \$105, if \$105 = $\frac{1}{3}$ of B's, $\frac{2}{3}$ would equal $3 \times \$105 = \315 = all of B's. Then C's being $\frac{1}{2}$ of the whole estate would equal \$105. Whole estate \$210 + \$315 + \$105 = \$630 Ans. A's and B's together would equal $\frac{5}{6}$ of the estate. If \$525 is $\frac{5}{6}$, $\frac{1}{6}$ would be $\frac{1}{5}$ of \$525 = \$105 = C's share. Ans. 630.

(b) If A's was \$210, then B's part (of which this is $\frac{2}{3}$) is \$315; then 315 B's part + 210 A's = \$525. \$525 = A and B. I fail to understand the connection in the above.

$$(c) \begin{array}{r} 2)210 \\ \underline{105} \\ 3 \\ 315 \text{ B's} \end{array} \quad 315 + 210 = 525 \quad \begin{array}{r} 5)525 \\ \underline{105} \\ 6 \\ 630 \end{array} \quad \begin{array}{r} 105 \\ 3 \\ \underline{315} \\ 2 \\ \underline{630} \end{array}$$

(d) Not solved.

(e) C's = $\frac{1}{6}$ of the estate. B = $\frac{2}{3}$. A = $\frac{2}{3}$ of B = $\frac{2}{3}$ A had 210 = $\frac{2}{3}$ of the estate. If $\frac{2}{3}$ of the estate is \$210, $\frac{1}{3}$ must be the half of 210 which is 105 and six sixes or the whole estate \$630.

(f) 210 = $\frac{2}{3}$ of B's share. $\frac{1}{3}$ of B is = $210 \div 2 = 105 \times \frac{2}{3} = 315$
 $210 + 315 = 525$.

C's share is $\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

$\frac{5}{6} - \frac{1}{6} = \frac{4}{6}$ which is A & B's share

$$\frac{5}{6} : 525 :: \frac{4}{6} : 630$$

$$5)525$$

$$105 \times 6 = 630.$$

5. Analytical explanation of 12 divided by .06.

(a) In dividing a whole number by a decimal, you add as many ciphers to the whole number as there are figures in the decimal; point off as many places in the answer, as the decimal places in the dividend exceed those in the divisor. .06)12.00(200 Ans.

(b) $12 + .06 = 12 \times \frac{100}{1000}$: Now $\frac{1}{10}$ of $12 = 2$. and $100 \times 2 = 200$ ans.

(c) $.06)12.00(2.00$
 $\underline{12}$

(d) Not solved.

(e) 12 divided by .06 equals 12 divided by $\frac{6}{100}$ and 12 divided by $\frac{6}{100}$ is one hundred times twelve divided by six which is 200 Ans.

(f) Dividing by a fraction is equal to multiplying by its reciprocal, and $.06 = \frac{6}{100}$
 $12 \div \frac{6}{100} = 12 \times \frac{100}{6} = 200$. or $.06)12.00(200$

6. Compound interest of \$600 for 3 years and 4 months at 10 per cent.

(a) $\$600. \times .10 = \$60.00 =$ the interest for the first year $\$600 + \$60. =$
 $\$660. =$ principal 2d yr. $\underline{\$660.}$

$\$660. \times .10 = \$66.00 =$ the interest for the second year $\$660 + \$66. =$
 $\$726$ principal for 3d year. $\underline{\$726.}$

$\$726. \times 10 = \$72.60 =$ the interest for the third year $\$726 + 72.60 =$
 $\$798.60 =$ principal 4th year. $\underline{\$798.60}$

$\$798.60 + .10 = \$26.6200 =$ the interest for four months $\$798.60 +$
 $26.62 = \$825.22 =$ final principal. $\underline{\$825.22}$

$\$825.22 - \$600 = \$225.22$ Ans. = compound interest.

$\underline{\$600.00}$
 $\$225.22$ Ans.

(b) \$600 for 1 yr. at 10 per cent = \$60.

$\$600 + \$60 = \$660$. And $\$660$ at 10 per cent for 1 yr. = $\$66 +$
 $\$660. = \726 .

$\$726$ at 10 per cent = $72.60 + \$726 = \798.60 Amt for three yrs.

$\$798.60$ for four mo = $\$26.62 + \$798.60 + 26.62 = \$825.22 -$
 $\$600 = \225.22 Compound Interest.

(c) $600 \times .10 = 60.00 + 600 = 660 \times .10 = 66 + 660 = 726 \times .10 =$
 $72.60 = 726 + 72.60 = 798.60. 798.60 \times .10 = 79.8600 \div 12 =$
 $6.655 + 4 = 26.620$
 $\underline{798.60}$
 $\$825.22$ Ans.

(d) Not solved.

$$\begin{array}{rcl}
 (e) \text{ Prin. } 600.00 = & 3 \left| \frac{1}{2} \right| & 36.00 \\
 & 1 \left| \frac{1}{3} \right| & 18.00 \\
 & & \underline{6.00} \\
 & & 60.00 \text{ 1 yr. int.} \\
 & & \underline{600} \\
 & & 660.00 \text{ 2nd yr. prin.}
 \end{array}$$

$$\begin{array}{rcl}
 & & 660.00 \\
 & & \underline{.06} \\
 3 \left| \frac{1}{2} \right| & & 39.60 \\
 & & 19.80 \\
 1 \left| \frac{1}{3} \right| & & \underline{6.60} \\
 & & 66.00 \text{ 2nd yr. int.} \\
 & & \underline{660.00} \\
 & & 726.00 \text{ 3 yr. pr.}
 \end{array}$$

$$\begin{array}{rcl}
 & & 726.00 \\
 & & \underline{.06} \\
 3 \left| \frac{1}{2} \right| & & 43.56 \\
 & & 21.78 \\
 1 \left| \frac{1}{3} \right| & & \underline{7.26} \\
 & & 72.60 \text{ 3d yr. int.} \\
 & & \underline{726.00} \\
 & & 798.60 \text{ 4th yr. pr.}
 \end{array}$$

$$\begin{array}{rcl}
 & & 798.60 \\
 & & \underline{.06} \\
 4 \left| \frac{1}{3} \right| & & 47.916 \\
 & & 15.972 \\
 3 \left| \frac{1}{2} \right| & & 7.986 \\
 1 \left| \frac{1}{3} \right| & & \underline{2.662} \\
 & & 26.62 \text{ 4th yr. int.} \\
 & & \underline{798.60} \\
 & & 825.22 \text{ Amount.}
 \end{array}$$

(f) \$600 First principal

10

60.00

600

660.00 Sec'd "

10

66.00

660

726.00 Third "

10

72.60

726

798.6 Fourth "

10

3)79,8.60

Interest for 4 months.

26.62

798.62

825.22 amt.

600

225.22 Compound Interest.

7. Solve both by proportion and analysis. What will 11 lbs. 4 oz. of tea cost, if 3 lbs. 12 oz. cost \$3.50?

(a) 11 lb. 4 oz. = 180 oz. 3 lb. 12 oz = 60 oz.

1. 60 oz. : 180 oz. :: \$3.50 : ? Ans. \$10.50.

2. If 60 oz. cost \$3.50, one oz. would cost $\frac{1}{60}$ of \$3.50, or .058 $\frac{1}{3}$. If one oz. cost .058 $\frac{1}{3}$, 11 lb. 4 oz., or 180 oz. would cost 180 times .058 $\frac{1}{3}$ or \$10.50 Ans.

(b) 11 lbs. 4 oz = 180 oz. and 3 lbs. 12 oz. = 60 oz.

If 60 oz cost \$3.50 one oz will cost \$.05 $\frac{5}{8}$. If 1 oz cost \$.05 $\frac{5}{8}$. 180 oz will cost .05 $\frac{5}{8}$ times 180 oz or \$10.50.

(c) 11 lbs. 4 oz =

3 lbs.—12 oz

4 ÷ 16 = .25 + 11 = 11.25. 12 ÷ 16 = .75 + 3 = 3.75
 3.50 ÷ \$3.75 = .93 × 11.25 = \$10.4625 Ans.

lbs lbs \$ \$
 3.75 : 11.25 :: 3.50 : x

11.25 × 3.50 ÷ 375 = \$10.4625 Ans.

(d) If 3 lbs. 12 oz cost \$3.50, 11 lbs 4 oz will cost more,

	lbs	oz		lbs	oz		\$
so as	3	12	:	11	4	:	3.50
	16			16			100
	<u>60</u>			<u>180</u>			<u>350</u>
							180
							<u>60)63000</u>
							<u>100)1050</u>
							10.50 cts.

(e) As 3 lbs. 12 oz : 11 lbs. 4 oz :: 3.50 : x

$$3 \times 350 = 10.50 \text{ Ans} = x$$

Again if $3\frac{3}{4}$ lbs of tea cost 3.50; $11\frac{1}{4}$ lbs will cost just three times as much as $3\frac{3}{4}$ lbs which is three times \$3.50 equals 10.50 Ans.

(f) 3 lbs. = $3 \times 16 = 48 + 12 = 60$ oz.
 11 lbs = $11 \times 16 = 176 + 4 = 180$..
 $60 : 180 :: 3.50 : 10.50$

Since 60 oz cost 3.50, one oz will cost $60)3.50 = .58\frac{1}{3}$. and 180 will cost $180 \times .58\frac{1}{3} = \10.50

8. A invested \$10,000 in business, on which he lost 15 per cent. He then invested the remainder and gained 20 per cent. What per cent did he gain in the two investments?

(a) $\$10,000 \times .15 = \$1500.00 =$ what A lost in the first investment.
 $\$10,000 - \$1,500 =$ what he had left, $= \$10,000 - 1,500 = 8500$.
 $\$8,500 \times .20 = \$1700.00 =$ what he gained second investment.
 $\$1700 - \$1,500 = \$200 =$ whole gain on both investments.
 $\$200 = .02$ of \$10,000. $10,000)200.00(.02 =$ Ans.

(b) 15 per cent of \$10,000 = \$1500 and $\$10,000 - \$1500 = \$8,500$, and 20 per cent $\$8,500 = \$1700 - \$1500 = \200 gain.

(c) $\$10000 \times .85 = \8500.00
 $100 - 15 = .85$
 $8500 \times 1.20 = 10,200 \div \$10000 = 98$ per ct.

(d) Not solved.

(e) $10,000 - .15 = 8500$ gained 20 per cent

15	1.20
<u>1500.00</u>	<u>10200.</u>

10200)10000(.9+
 Ans. gained over 9 per cent.

(f) $\$10,000$ $\$10,000 - 1500 = 8,500$

15	20
<u>1,500.00</u>	<u>1700.00</u>
	<u>8,500 + 1700 = 10200</u>
	<u>10000</u>
	<u>200</u>

$10,000)20,000 = .2$ per cent

9. What amount of stock can be bought for \$4,841, allowing 3 per cent commission.

(a) $1.03)4841.00(4700$. Ans.

(b) 3 per cent is \$1.03 for each 100 of the whole amt. Therefore to find the commission we divide \$4,841 by 1.03 $4841 \div 1.03 = \$4700$ and $\$4841 - \$4700 = \$141.00$ commission.

(c) $\$4841 - 145.23 = 4695.77 \div 100 = 46.9577$ shares.

$$\begin{array}{r} .03 \\ 145.23 \end{array}$$

(d) Not solved.

(e) $1.03)4841.00(\$4700$ Ans.

(f) $1.03)4841.00(\$4700$

10. How much currency can be bought for \$150 in gold when gold is at 115 per cent, and what is the value of greenbacks when gold has the above valuation?

(a) If one dollar in gold is worth \$1.15, \$150 would be worth 150 times as much or \$172.50 = the amount of currency that can be bought for \$150.

$1.15 \quad \$1.15 - .1725 = .9775$ or $.97\frac{3}{4}$ = value of greenbacks.

$$\begin{array}{r} .15 \\ .1725 \end{array}$$

(b) When gold sells at 115 per cent greenbacks are worth .85. Therefore if .85 cts buy \$100 in greenbacks then \$150 in gold will buy as many dollars in currency as .85 cts is contained times in \$150 = \$176.47+.

(c) $\$150 \times 1.15 = \182.50 $1.00 \div 1.15 = 86.$

(d) Not solved.

(e) $\begin{array}{r} 150 \\ 1.15 \\ \hline \$172.50 \end{array}$ Currency. greenbacks are worth $.86\frac{2}{3}$

(f) $150 \times 1.15 = 172.50$.
 $\$100 \div 1.15 = 86.95+$

ALGEBRA.

Ten Questions—Five Credits Each.

[No Credits allowed unless operations are performed in full.]

1. To subtract one quantity from another, conceive the signs of the former to be changed, and proceed as in Addition. Prove the correctness of this rule.

$$\begin{array}{r} (a) \quad 7x + 9y^2 - 8bc \\ \quad 3x - 6y^2 + 3bc - 8 \\ \hline \quad 4x + 15y^2 - 11bc + 8 \end{array}$$

(b) To subtract in algebra is not in all cases to diminish. A positive and negative quantity are in opposite or counted in opposite conditions. Hence the difference or space between them is their apparent sum. If we demand the difference of latitude between 7 degrees north and 4 degrees south the answer is $7 + 4 = 11$ degrees an operation which appears like addition. But 11 degrees N. and 7 degrees N. we must change the sign of the Sub. From this that a *positive* term is subtracted by changing its sign to *minus* and a *negative term* by changing its sign to *plus*.

(c) A man sails two miles north, and another three miles south; how far apart are they? Here it is necessary to change the direction in which it is applied in order to find the difference this is done by changing the sign of the subtrahend, or the -3 to $+3$.

(d) No algebra.

(e) We change the signs merely to show that the signs so changed or the quantity having the signs so changed is to be subtracted. If we did not change the signs we would have addition.

(f) Suppose that 3 be subtracted from 6 it would leave 3 or if we do not wish to perform the operation we can indicate it by prefixing $-$ to 3 thus $6 - 3 = +3$ or 3.

now if we conceive the sign the sign $-$ to and perform the operation according to this conception the result will be the same and as in addition like quantities are to be added and unlike subtracted so all the signs must be changed as subtraction is the opposite of division.

2. Prove $-x \times -x = +x^2$; and that $-x \times +x = -x^2$.

(a) Like signs produce plus and unlike signs minus; therefore in $-x \times -x$ the two minus signs would produce $+$ and $x \times x$ would equal x^2 . Unlike signs produce minus $-$ by $+$ would give minus and $x \times x = x^2$ therefore $-x \times +x = -x^2$.

$$\begin{aligned}
 (b.) \quad (a.) \quad (1) \quad -x + x &= 0 \\
 (2) \quad (-x) \times (+x) - x^2 &= 0 = (1) \times (+x) \\
 (3) \quad (-x \times (-x)) &= +x^2 = (2) \times (+x^2) \\
 \text{Or } -x \times +x &= +x^2
 \end{aligned}$$

$$\begin{aligned}
 (b.) \quad (1) \quad -x + x &= 0 \\
 (2) \quad -x \times (+x) + x^2 &= 0 = (1) \times (+x) \\
 (3) \quad -x \times (+x) &= -x^2 = (2) \times (-x^2) \\
 \text{Or } -x \times +x &= -x^2
 \end{aligned}$$

(c) $-x \times -x = +x^2$. The minus sign of the multiplier shows that the multiplicand, $-x$, is to be subtracted from the multiplier this is done by changing the sign of the multiplicand, consequently we have $+x^2$. $-x \times +x = -x^2$. The plus sign of the multiplier shows that the multiplicand, $-x$, is to be added to the multiplier which does not change its sign, therefore minus x multiplied by a plus x gives minus x^2 .

(d) No algebra.

(e) $-x \times -x = +x^2$. Here x is to be subtracted x times, that is, $-x^2$ is to be subtracted; but subtracting $-ab$ is the same as adding $+ab$; therefore we have to add $+x^2$.

$+x \times x = +x^2$, for a quantity is said to be multiplied by a negative number $-x$, if it be subtracted x times; and x subtracted x times is $-x^2$.

(f) Suppose to illustrate that 0 to be the Equator then the degrees of latitude on one side is minus to those on the other then let x represent a degree of longitude on the north, and $-x$ a degree on the South suppose a ship to start from x and travel to $-x$; it is now at $-x$ yet it has moved over $x \times x$ degrees hence $x \times -x = -x^2$; If the ship still continue to travel S one degree its latitude would be indicated by $-x \times -x = +x^2$.

3. Prove that $x^0 = 1$.

(a) x^0 does not equal one, therefore cannot prove it.

$$\begin{aligned}
 (b) \quad a^0 &= 1. \quad \frac{a^3}{a^3} = 1 \text{ and } \frac{a^3}{a^3} = a^0. \\
 \text{therefore } a^0 &= 1.
 \end{aligned}$$

$$(c) \quad \frac{x}{x} = x^{1-1} = x^0.$$

$\frac{x}{x} = 1$ any quantity divided by itself is equal to one.

(d) No algebra.

(e) Not solved.

$$\begin{aligned}
 (f) \quad \frac{x^m}{x^n} &= 1 \text{ suppos that } m = n \text{ then } \frac{x^m}{x^n} = 1 \quad \text{then } \frac{x^m}{x^n} = x^{m-n} = \\
 x^0 &= 1.
 \end{aligned}$$

Dividing a fraction is equal to subtracting the exponent of the divisor from the dividend.

4. Divide x^3 by $x + 2a$.

$$(a) \quad x + 2a \overline{) x^3(x^2 - 2ax + 4a^2 + \frac{-8a^3}{x + 2a}}$$

This quantity x^3 can not really be divided by $x + 2a$.

$$(b) \quad x^3 \overline{) \frac{x + 2a}{x^2 - 2ax} + 4a^2} \text{ with a rem. of } -8a^3$$

$$(c) \quad x^3 \div x + 2a. \quad x + 2a \overline{) x^3(x^2 - 2ax + 4a^2 + \frac{-8a^3}{x + 2a}} \text{ Ans.}$$

(d) No algebra.

$$(e) \quad x + 2a \overline{) x^3(x^2 - 2ax + 4a^2 + \frac{-8a}{x + 2a}}$$

(f) Inlegible.

5. Factor $4x^2 - 9a^2$.

(a) The difference of the squares of two quantities is divisible by their sum and also by their difference. Therefore $4x^2 - 9a^2$ being the difference of the squares of two quantities may be factored by inspection. The square root of $4x^2$ is $2x$, and the square root of $9a^2$ is $3a$, therefore their sum would be $2x + 3a$ and their difference $2x - 3a$. Therefore $4x^2 - 9a^2 = (2x + 3a) \times (2x - 3a)$.

$$(b) \quad (4x^2 - 9a^2) = (2x + 3a)(2x - 3a) \text{ Ans.}$$

$$(c) \quad 4x^2 - 9a^2 = (2x + 3a)(2x - 3a)$$

(d) No algebra.

$$(e) \quad (2x - 3a)(2x - 3a)$$

$$(f) \quad (2x - 3a)(2x + 3a)$$

6. Factor $a^2 + 2ab + b^2 - 2ac - 2bc + c^2$.

(a) To square any number by the binomial theorem, write the square of each quantity and twice the product of that quantity by all those after it. To factor it then you would take the root of all those quantities that are squared with their proper signs. Therefore, $a^2 + 2ab + b^2 - 2ac - 2bc + c^2 = (a + b - c) \times (a + b - c)$.

$$(b) \quad a^2 + 2ab + b^2 - 2ac - 2bc + c^2 \overline{) a + b - c} \quad a + b - c$$

$$(c) \quad a^2 + 2ab + b^2 - 2ac - 2bc + c^2 = (a + b)(a + b) - c(2a + 2b - c)$$

(d) No algebra

$$(e) (a + b - c)(a + b - c)$$

$$(f) (a + b - c)(a + b - c)$$

7. Find two numbers differing by 6, and such that three times the less may exceed twice the greater by 7.

(a) Let $x =$ the greater } then 1 equa. $(x - y = 6)$
 and $y =$ the less } 2 " $(3y - 2x = 7)$
 multiplying by 2 produces 3 " $(2x - 2y = 12)$
 equa. 3 $(y = 12 + 7 = 19)$
 Eliminating the x 's in 2 and 3 we have $y = 19$
 have left equa. 4. Substituting $x - 19 = 6$
 the value of $y = 19$ in equa. 1 we have $x = 6 + 19 = 25$
 only one unknown quantity; transpose
 and unite terms. $x = 25$

(b) $x - y = 6$
 $3x - 2y = 7$ multiplying the first by three
 $- 3y = 3x = 18$

 $x = 25$ then $25 - y = 6$
 $y = 19$.

(c) $x + 3 =$ Greater number.
 $x - 3 =$ Less " .
 By condition 3 — $(x - 3) - 7 = 2(x + 3) = 3x - 9 - 7 = 2x + 6$ Transposing we have $3x - 2x = 6 + 9 + 7$. Collecting terms we have $x = 22$. Substituting the value of x in $x + 3 = 25$ for the greater number, and the value of x in $x - 3$ we have 19 for the less number $22 + 3 = 25$ Greater number.
 $22 - 3 = 19$ Less "

(d) no algebra

(e) Let $x = 1\text{st no.}$
 $x - 6 = 2\text{d no.}$
 then $3x - 18 - 2x = 7$
 $3x - 2x = 7 + 18$
 $x = 25$ greater
 $x - 6 = 25 - 6 = 19$ less.

(f) let $x =$ greater number.
 " $y =$ less.

- (1) $x - y = 6$
- (2) $3y = 2x + 7$
- (3) $3x - 3y = 18$

$$\begin{array}{r} -2x + 3y = 7 \\ \hline x = 25 \\ y = 19 \end{array}$$

8. Given the sum of two numbers = 18, and their product = 77, to find them.

$$(a.) \left. \begin{array}{l} \text{Let } x = \text{one} \\ \& y = \text{other} \end{array} \right\} \begin{array}{l} 1. (x + y = 18) \\ \text{then} \\ 2. (xy = 77) \end{array}$$

The two numbers then $y = \frac{77}{x}$ substituting this value in equa. 1. we have equa. 3. $(x + \frac{77}{x} = 18)$

4. $(x^2 + 77 = 18x)$ transposing unknown

5. $(x^2 - 18x = 77)$ terms to the second, &

6. equa. $(x^2 - 18x + 81 = 81 - 77 = 4)$ known terms to

$x - 9 = 2$ the first. To each side

$x = 11$ of this equation add one

$y + 11 = 18$ half the coefficient x squared

$y = 18 - 11$ & it will give you equa. 6.

$y = 7$ Taking the square root.

(b.) $y =$ first no.

$x =$ second "

$x + y = 18$

$xy = 77$

$x^2 - 2xy + y^2 = 16$

$x - y = 4$

$x + y = 18$

$2x = 22$

$x = 11$

$2y = 14$

$y = 7 = 11 \text{ and } 7. \text{ Ans.}$

(c) $x =$ one number

$y =$ Other "

(1) $x + y = 18$

(2) $xy = 77$

Finding value of x in (2) we have $x = \frac{77}{y}$ Substituting this value in (1) we have $\frac{77}{y} + y = 18$. Clearing of fractions we have $77 + y^2 = 18y$.

Transposing we have $y^2 - 18y = -77$. Taking one half the coefficient of x and adding to both sides of the equation we have $y^2 - 18y + 81 = -77 + 81$. Extracting the square root we have $y - 9 = 2$, $y = 11$ or -7 . Substituting value of y in (1) we have $x + 11 = 18$, $x = 7$

$$y = \frac{17}{x}$$

Substituting in one $x + \frac{77}{x} = 18 = x^2 + 77 = 18x =$

$$x^2 - 18x = -77$$

$$x^2 - 18x + 81 = -77 + 81$$

$$x^2 - 18x + 81 = 4$$

$$x - 9 = 2$$

$$x = +7 \text{ or } -11$$

(d) No algebra.

(e) Let $x = 1^{\text{st}}$

$$18 - x = 2^{\text{nd}}$$

$$x^2 - 18x = 77$$

$$\sqrt{(x^2 - 18x + 81)} = -\sqrt{(77 + 81)} = \sqrt{4}$$

$$x - 9 = 2$$

$$x = 11 = 1^{\text{st}}$$

$$18 - x = 18 - 11 = 7^{\text{2nd}}$$

(f) Not solved.

9. The sum of the side and diagonal of a square is 100 feet; what is the length of each?

(a) Not solved.

(b) Let $x =$ one side of the square.

$100 - x =$ the hypotenuse.

$$2x^2 = 10,000 - 200x = 6^2$$

$$x^2 + 200x + 10,000 = 20,000.$$

$$x - 100 = \sqrt{20,000}$$

$$100 - x = 100 - (100 + \sqrt{20,000})$$

(c) $y =$ Diagonal

$$\sqrt{20,000} = 141.3$$

$x =$ Side

(1) $x + y = 100$. Find value of y in (1.)

(2) $2x^2 = y^2$ and we have $y = 100 - x$.

$y^2 = 10,000 - 200x = x^2$ Transposing $x^2 - 200x = 10,000$ Completing square we have $x^2 - 200x + 10,000 = 10,000$ Extracting root we have $x = 100 = 141.3$.

Substituting value of x in (1) we have $41.3 = y = 100 - y = 58.7$

(d) No Algebra.

(e) Let $x =$ Diagonal. $x^2 = 2x^2 - 200x + 10,000$

$$100 - x = \text{Side. } 6^2 + 200x = 20,000$$

$$\sqrt{(x^2 + 200x + 10,000)} = \sqrt{(10,000 + 10,000)}$$

$$x + 100 = 141.42$$

$$x = 41.42 \text{ Side}$$

$$58.58 \text{ Diagonal}$$

(f) Not solved.

10. $\frac{1}{x} + \frac{1}{y} = 5$, and $\frac{5}{x} - \frac{3}{y} = 1$; find x and y .

$$(a) \left(\frac{1}{x} + \frac{1}{y} = 5 \right) xy \left(\frac{5}{x} - \frac{3}{y} = 1 \right) xy.$$

$$y + x = 5xy$$

$$y + x - 5xy = 0$$

$$y - 5xy = -x$$

$$y(1 - 5x) = -x$$

$$y = \frac{-x}{1 - 5x}$$

$$5y - 36 = xy$$

$$5y - 36 - xy = 0$$

$$5y - xy = 36$$

$$y(5 - x) = 36$$

$$y = \frac{36}{5 - x}$$

$$\begin{aligned}\frac{-x}{1-5x} &= \frac{3x}{5-x} \\ -5 &= x^2 = 3x - 15x^2 \\ x^2 - 3x &= 15x^2 = 5 \\ 16x^2 - 3x &= 5\end{aligned}$$

$$16x^2 - 3x = 5$$

$$x^2 - \frac{3x}{16} = \frac{5}{16}$$

$$x^2 - \frac{3x}{16} = \frac{9}{1024} = \frac{9}{1024} + \frac{5}{16} = \frac{9}{1024} + \frac{40}{1024} = \frac{49}{1024}$$

$$x - \frac{3}{32} = \frac{7}{32}$$

$$x = \frac{7}{32} + \frac{3}{32} = \frac{10}{32}$$

$$x = \frac{5}{16} \quad y = \frac{\frac{15}{16}}{\frac{75}{16}} = \frac{15}{75} = \frac{1}{5}, y = \frac{1}{5}$$

$$x = \frac{5}{16} \quad y = \frac{1}{5}$$

$$(b) \quad \frac{1}{x} + \frac{1}{y} = 5 = x + y = 5xy \quad (x \text{ by } 3.)$$

$$\frac{5}{x} - \frac{3}{y} = 1 = 5y - 3x = xy$$

$$+ 3y + 3x = 15xy$$

$$2y = 16xy$$

$$y = 8x$$

$$x + 8x = 5xy$$

$$x = 3y$$

$$(c) \quad (1) \frac{1}{x} + \frac{1}{y} = 5$$

$$2 \quad \frac{5}{x} - \frac{3}{y} = 1$$

$$\text{Multiplying (1) by 5 we have } \frac{5}{x} + \frac{5}{y} = 25$$

$$\text{Subtracting (1) from (2) we have}$$

$$\frac{5}{x} - \frac{3}{y} = 1$$

$$\frac{x}{5} - \frac{y}{5}$$

$$\frac{x}{5} + \frac{y}{5} = 25$$

$$\frac{8}{y} = -24, \text{ or } \frac{8}{y} = 24, \text{ or } y = 3$$

$$\text{Multiplying (1) by 3 we have } \frac{3}{y} + \frac{3}{x} = 15$$

Subtracting (1) from (2) we have

$$\begin{array}{r} 5 - 3 \\ \hline \frac{x}{3} - \frac{y}{3} = 1 \\ \frac{x}{3} + \frac{y}{3} = 15 \\ \hline \frac{x}{8} \\ \hline \frac{x}{8} = 16 \\ \frac{x}{6} = 2 \end{array}$$

(d) No algebra.

$$(e) \quad \begin{cases} \frac{1}{x} + \frac{1}{y} = 5 \\ \frac{5}{x} - \frac{3}{y} = 1 \end{cases} \quad \begin{cases} y + x = 5xy \\ 5y - 3x = xy \end{cases}$$

$$\begin{array}{r} 3y + 3x = 15xy \\ 5y - 3x = xy \\ \hline 8y = 16xy \\ y = 2x \end{array} \quad \begin{array}{r} 5y + 5x = 25xy \\ 5y - 3x = xy \\ \hline 8x = 24xy \\ x = 3xy \end{array}$$

$$(f) \quad (1) \quad \frac{1}{x} + \frac{1}{y} = 5$$

$$(2) \quad \frac{5}{x} + \frac{5}{y} = 25$$

$$(3) \quad \frac{5}{x} - \frac{3}{y} = 1$$

$$\begin{array}{r} \frac{8}{y} = 24 \\ \frac{1}{y} = 3 \\ 1 = 3y \\ y = \frac{1}{3} \\ x = \frac{1}{2} \end{array}$$

GRAMMAR.

One Hundred Credits; Ten Questions, Ten Credits Each.

1. Write a synopsis of the indicative mode of the verb lie (to recline), giving only those persons and numbers of each tense in which the verb changes its form to agree with the form of its subject.

Present tense = lie			Preterit tense = lay.			Perfect = lain or have lain		
Sing.		Plu.	Sing.		Plu.	Sing.		Plu.
(a) 1. _____		1. _____	1. _____		1. _____	1. _____		1. _____
2. Thou liest		2. _____	2. Thou laid		2. _____	2. Thou hast lain		2. _____
3. He lies		3. _____	3. He " "		3. _____	3. He has " "		3. _____

(b) I lie	I lay	I have lain	I had lain	I shall lay	I shall have lain
He lies	He lay	He has " "	He " "	He " "	He " "
We lie	We lay	We have " "	We " "	We " "	We " "
You lie	You lay	You " "	You " "	You " "	You " "
They lie	They lay	They " "	They " "	They " "	They " "

(c) Present tense	2 per. Sing.	Thou liest	3 per. Sing.	He lies
Imperfect	" " "	" laidst	" " "	" " "
Perfect	" " "	" had lain	" " "	He has lain
Plu-perfect	" " "	" hadst	" " "	" " "
1. Future	" " "	" wilt lie	" " "	" " "
2. " "	" " "	" have lain	" " "	" " "

(d) Ind. Pres.	Ind. Past.	Ind. Perft.
I lie	I lay	I have lain
He lies	He lay	He has " "
Plu. perfect	1st Future.	2nd Future.
I had lain	I shall lie	I shall have lain
He had lain	He shall lie	He shall have lain
	Pres. Participle lying	Past Partc. lain.

(e) Pres. Ind.	1st. Sing.	I lie.
	2d. " "	Thou liest
	3d. " "	He lies

Pres. Perf.	1st. " "	I have lain
	2d. " "	Thou hast lain

(f) First Person sing.
I lie; I lay; I have lain; I had lain; I shall lie; I shall have lain.

Second Person Sing'r.
Thou liest; Thou layst; Thou hast lain; Thou hadst lain; Thou wilt lie; Thou wilt have lain

Third Person Sing'r.
He lies; he lay; he has lain; he had lain; he will lie; he will have lain

First Person Plural.
We lie; we lay; we have lain; we had lain; we shall lie; we shall have lain

Sec Person Pl.
You lie; you lay; you have lain; you had lain; you will lie; you will have lain

Third Person Pl.
They lie; they lay; they have lain; they had lain; they will lie; they will have lain

Sec. Person Sin.
Thou liest; thou layst; thou hast lain; thou hadst lain; thou wilt lie; thou wilt have lain

Third Per. Sin.
He lies; he has lain
I have given the changes of the auxileres as well as the principal verb

2. Write (1) a simple sentence containing an adjective phrase and an adverbial phrase, (2) a complex sentence containing an adjective clause and an adverbial clause, (3) a compound sentence consisting of two simple members. Expand one of the phrases of your simple sentence into a clause, and contract your compound sentence into a simple sentence.

(a) 1. In the world the good have much tribulation. 2. While here, the sailor and soldier gave much proof of bravery. 3. You want one, but Mary does not. While in the world, the good have much tribulation.

(b). (1.) This being the day of election all Voters in San Diego will have the privilege of voting. (2) Is this the person that I saw some two years since. (3.) John came home and Chas. went visiting. (4.) All voters will cast their vote. (5.) John came home when Chas went visiting.

(c). 1.a. Some people of Europe live on the Rhine. 2.b. James who goes to school ran on the mountains where he lives. 3. James is a good boy, and he studies diligently. 4. of Europe=Who are of Europe. The good boy James studies diligently.

(d)(1) To be good is to be happy & how often do we labor to attain this end.

(2) That my fondest hopes rested on his integrity, you were fully aware.

(3) To-day we are here, & to-morrow knoweth us not.
Goodness is happiness for which our labour is in vain.

(e)(1) John, being very active, did it as quickly, as James. (2). Charles is a doctor, and John is studying law. (3) John is studying law and succeeding admirably.

(4) John studies law, under Charles, a doctor.

(f). (1) The man of fortune lives in a palace

(2.) The man who possesses fortune lives where he pleases

(3). Joel is rich and, James is poor

(4). The man who lives in a palace

(5). With all of Joel's riches James is poor

3. Correct all the errors in the following expressions:

(a) Have either of your three brothers returned?

(b) I wanted to have gone to Vienna last month, but I do not wish to now.

(c) He said he done it like I done it. but I seen him do it differently.

(d) But if it climb, with your assisting hands,
The Trojan walls, and in the city stands.

(e) Severe the doom that length of days impose
To stand sad witness of unnumbered woes.

(A) (a) Has either of your three brothers returned?

(b) I wanted to go to Vienna last month, but do not wish to now.

(c) He said he did it like I did, but I saw him do it differently.

- (d) But if it climb, with your assisting hands,
The Trojan walls, and in the city stand.
- (e) Severe the doom that length of days imposes
To stand sad witness of unnumbered woes.
- (B) (a) Have neither of your three brothers returned.
(b) I wanted to go to Vienna last month, but I do not wish to go now.
(c) He said he did it like I did it but I saw him do it differently.
(d) But if it climb with your assisting hands,
The Trojan walls, and in the city stand.
- (C) (a) Have either of your three brothers returned?
(b) I wanted to have gone to Vienna last month, but I did not wish to now.
(c) He said he did it like I did it, but I saw him do it differently.
(d) But if it climbs, with your assisting hands,
The Trojan walls, and in the city stands.
(e) Severe the doom that length of days impose
To stand sad witnesses of unnumbered woes.
- (D) (a) Has either of your brothers returned?
(b) I wanted to go to Vienna last month, but I do not wish to now.
(c) He said he did it as I did it, but I saw him do it differently.
(d) But if it climb with yours assisting hands,
The Trojan walls in the city stand.
(e) Severe the doom that length of days imposes
To stand sad witness of unnumbered woes.
- (E) (a) Has either of your three brothers returned?
(b) I wanted to go to Vienna last month, but I do not wish to now.
(c) He said he did it like I did, but I saw him do it differently.
(d) But if it climb, with your assisting hands,
The Trojan walls, and in the city stand.
(e) Severe the doom that length of days impose,
To stand sad witnesses of unnumbered woes.
- (F) (b) I wanted to go to Vienna last month, but I do not wish to go now
(c) He said he did it as I did, but I saw him do it differently
(d) But if it climb, with your assisting hands,
The Trojan walls, and in the city stand
(e) Severe the doom that length of days imposes
To stand sad witness of unnumbered woes.

4. "He scarce had finished when such murmur filled
Th' assembly, as when hollow rocks retain
The sound of blustering winds, which all night long
Had roused the sea."
- (a) What kind of a sentence is this?
(b) Give the principal subject and the principal predicate of the sentence.

(c) What kind of a clause is *when hollow rocks*, etc.? What does it limit?

(d) Parse *scarce* and *had roused*.

(e) Parse *as* and *night*.

(A) (a) A compound declarative sentence.

(b) *He* is the principal subject and *had finished* the predicate.

(c) "*When hollow rocks*," is an adverbial clause and limits retain.

(d) "*Scarce*" is an adverb of time qualifying *had finished*. *Had roused* is an active transitive, regular, indicative, pluperfect verb, third person and plural number to agree with its subject which.

(e) *As* is a conjunctive adverb, connecting the first and second sentences. *Night* is a common noun, third person, singular number, neuter gender, and objective case after *of* understood.

(B) (a) This is a complex declarative sentence.

(b) *S. He.* Predicate *had finished*,

(c) Adverbial. It limits. (*When such murmur fill the assembly*).

(d) *Scarce* is an adverb, limiting *had finished*. *Had roused* is a verb in the Indicative Mood imperfect Tense, and has *sound* for its subject.

(e) *As* is a conjunction and connects the parts of the sentence.

Night is a noun and the leading word in the phrase (*all night long*,

(C) (a) Declarative, and also complex.

(b) *He*— Subject. *Had finished* Predicate.

(c) Adverbial clause. It limits the adverbial clause *when such murmur filled th' assembly*.

(d) *scarce* is an adverb of time modifies *had finished*. Rule —. Adverbs modify verbs, adjectives and other adverbs.

Had roused is a verb. Active-transitive, regular verb, Indicative mood, Pluperfect tense, third person, plural number, to agree with its subject *winds*. Rule —. A finite verb must agree with its subject nominative in number and person.

(e) *as* is equivalent to *like* is used as a preposition showing the relation between the rest of the clause and filled. *Night* is used here as an adverb modifying *long*.

(D) (a) A compound declarative sentence.

(b) *He*, principal and *had finished*, principal predicate.

(c) An independent clause and limits first clause.

(d) An adverb, and qualifies *had finished*.

Had past tense of the auxiliary *to have*, *roused*, perfect participle of the act verb to rouse *had roused* an act trans verb, governing *sea* in the objective case.

(e) *As*, a conjunction, *night*, an adverb of time.

(E) (a) Complex.

(b) *He.* *Had finished*.

(c) Adjective. Retain.

(d) *Scarce*. Adv. modifies, *had finished*. *Had roused*. — verb, Act Trans. Reg. 3rd plural Past Perf Ind. subject which, relating to *winds*.

(e) *As*. Conj. connects the two sentences.

Nights—is a noun, neu. 3rd sing and Obj case after a preposition understood (*during*).

(F) (a) Complex declarative.

(b) He; S P had finished.

(c) Adverbial (2) It limits filled

(d) Scarce is an adjective used as an adverb.

(2) Had roused is a regular active transitive verb of the indicitive mood pluperfect tense, and agrees with subjee in third person singular no.

(e) as is a conjunctive adverb and connects clauses.

(2) Night is a common noun third person singular number neuter gender and objective case by a preposition understood

5. How is the progressive form of a verb distinguished from the passive form?

Give a synopsis of the verb *see* in the potential mode, passive voice, third person.

(A) The progressive verb is formed by prefixing one of the ten variations of the neuter verb *be*, to the *present* participle of an active verb, either transitive or intransitive. The passive verb is formed by prefixing one of the ten variations of the neuter verb *be*, to the perfect participle of an active transitive verb.

Present tense.	Preterit tense.	Perfect tense.
He can be seen.	He could be seen.	He may have been seen.

(B) (a) By the auxiliary verb.

(b) They may be seeing. They might be seeing. They may be have seeing. They might have been seeing.

(C) The progressive form requires the verb *be*, and the addition of *ing* to the principal verb. The passive requires *be to be used* but the principal verb does not take *ing*.

			Plural.
He may be seen	Present tense	3 Sing	They may be seen
He might be seen	Imperfect "	" "	" might " "
He may have been seen	perfect "	" "	" may have been seen
" might " "	Pluperfect "	" "	" might " " "

(D) The progressive is formed by an auxiliary & the pres. participle, for ex. She *is writing*. Passive is formed by placing the object before the verb & the agent after it preceded by the preposition *by*, as John was struck by James

(E) By the ending *ing*.

He may can or must be seen.

They may, can or must be seen

He may, can, or must have been seen.

He might be seen.

They might, could, would or should be seen.

He might, would &c. have been seen.
They might, &c have been seen.

(F) The progressive is the imperfect participle used with auxiliaries to form the tenses; while the passive form is the perfect participle used in the same manner with the addition of the verb to be with its variations.

Sin. He may be seen, he might be seen he may have been seen, he might have been seen.

Pl. they may be seen, they might be seen, they may have been seen they might have been seen

6. Why do nouns and pronouns change their forms? Illustrate and explain the principal changes which they undergo.

(a) Nouns change their form to agree with the different numbers, genders, and cases; as singular, fly; plural, flies; masculine, actor; feminine, actress; nominative, boy; possessive, boy's. The pronouns change their forms to agree with the different persons; as,

Singular.	Plural.
Nom. I.	Nom. We.
Poss. My or mine.	Poss. Our or ours.
Obj. Me.	Obj. Us.

(b) To represent the different persons, numbers, and genders. We change I, 1st person, to thou to make the 2nd person, and *He* of the Masculine Gender to *She* for the feminine.

(c) Nouns and pronouns change their form to show whether one or more than one is meant, or what gender is meant, also to show what relation they bear to other words in a sentence. In the number the singular tree is used when one is meant but when we wish to speak of more than one we use the plural trees. Count is masculine but when we wish to speak of the feminine we say countess. As regards relation of words in the sentence He reads we show the relation of the pronoun to its verb, but in the sentence he reads his book we change the form of he to his because it denotes a different relation that of possession.

(d) Nouns and pronouns change their form to distinguish the gender and case. He, His. She, Her. Me, Mine. They, Theirs, Them.

(e) In order to be inflected John John's Lady Ladies, &c. Gender, number case & person.

(f) Nouns to express different persons, number & cases. (2) Pronouns Per. no. gen. & case.

1 per. sing Nom. I Pos' my or mine. Obj. me
pl. nom. we Pos. our or ours Obj us.

(2) Second person sin

Nom. thou, Pos. thy or thine Obj. thee

Plu. nom. ye or you pos. you or yours, obj. you

Third Person pl.

Nom. they obj. their or theirs, obj. them

1 First per. Sin. nom by, pos' boy's obj. boy

pl. nom boys pos boys' obj. boys

7. What double offices do relative pronouns and relative adverbs perform? Illustrate by examples. Decline the simple relative pronouns.

(a.) They each perform they own office, and also that of a conjunction. The man *who* died was blind. They will go *when* they can.

Sing. and Plu.

Nom. Who

Poss. Whose

Obj. Whom.

Sing. and Plu.

Nom. Which

Poss. Whose

Obj. Which

Sing. and Plu.

Nom. That

Poss. —

Obj. That.

(b.) (1.) The office of a pronoun and connective.

(2.) This is the man *who* was here to-day Here *who* is a relative pronoun and also the connective word.

(3.) Nom Who.

" Which

" That

" What

Poss whose

" —

" —

" —

Obj Whom

" Which

" That.

" What.

(c.) Relative pronoun may be used as a pronoun and to connect sentences. The same of adverbs I like them that like me is a saying.

Singu

Non who

Poss. whose

Objc. whom

Non. that

Poss. wanting

Obj. that

Plu

whose

"

whom

that

wanting

that

Sing.

which

wanting

which

what

wanting

What

Plu.

which

wanting

which

what

wanting

what

Brown.

(d) Relative pronouns & adverbs perform the offices of Nominatives, possessives & Objectives.

Who took it? Who's is this? To whom did you give it?

Nom who.

which,

that.

Poss. who's,

Object. whom,

which

that.

(e) Interrogatives. Who did it? How did he go? What do you want? &c.

{	Who	whose	whom	}
{	which	whose	which	}
{	Which	whose	which	}
{	"	"	"	}
{	What	—	what	}
{	"	"	"	}
{	That	—	that	}
{	"	"	"	}

(f) Relative pronouns & relative adverbs perform the office of conjunctions & pronouns or adverbs What I do I shall do quickly I shall commence teaching again when I return home. here *what* is a

relative pronoun & connects clauses & *when* is a conjunctive adverb & also the dependent clause to the principal one

Third per. sin.

	nom	who	pos.	whose,	obj.	whom
Pl.	"	"	"	"	"	"
sin	nom.	what,	pos	(—)	obj.	what
Pl.	"	"	"	(—)	"	"
sin	"	which	"	(—)	"	which
pl.	"	"	"	(—)	"	"
sin.	"	that	"	(—)	"	that
pl.	"	"	"	(—)	"	"

8. What kind of adjectives admit of comparison? How are they compared? Compare next, last, eldest, dead, and worst.

(a) Qualifying adjectives admit of comparison. The simple adjectives are compared by adding *er* to the positive to form the comparative; and *est* " " " " " superlative.

Pos.	Near	Pos.	Old	Pos.	Bad
Com.	Nearer	Com.	Elder	Com.	Worse.
Sup.	Next.	Sup.	Eldest	Sup.	Worst.

Last and dead cannot be compared.

(b) (1) Those expressing quality. (3) By means of adverbs.

Near, nearer nearest Late, later, last.
 Old, Older, Oldest, or Eldest
 Dead, deader, deadeast.
 Bad worse worst.

(c) Those that do not already express the highest quality of a thing. By the addition of *er* to the comparative or *est* to the superlative. Or by placing *more* or *less* before the comparative and *most* and *least* before the superlative.

Positive	Near	Comparative	nearer	Super.	nearest or next
"	late	"	later	"	later or last
"	old	"	older	"	oldest or eldest.
"	Dead	can not be compared.			
"	Worse			Super.	Worst.

(d) Adjectives of quality & quantity, they are compared by *more* and *most*.

Near, nearer, nearest or next.
 Late, later or latter, latest or last.
 Old older or eldest, odest or eldest
 D — —
 Bad, worse, worst.

(e) Those that express the same quality in different degrees. By adding *er* for the comparative and *est* for the superlative.

Pos	Comp.	Sup
near	nearer	nearest or next
late	later	latest or last
old	older or elder	oldest or eldest
Bad, evil or ill	worse	worst

dead cannot be compared. By *more* & *most* or *less* & *least*

(f) Those whose meaning admits of different degrees of expression
 (2) by adding *er* or *est* to the positive & also by the use of more & most or less & least

near,	nearer	next or nearest
late	later	last,
eld or old	elder or older	eldest or oldest
dead not comparable		
ill or bad	worres,	worst

9. When should the subjunctive form of the verb be used in conditional clauses? Give rules for the correct use of *shall* and *will* when used to denote future time.

(a.) The subjunctive mode is used in those clauses that express doubt or uncertainty. *Shall* denotes futurity and *will* determination.

(b.) Because subjunctive form denotes condition or supposition. *Shall* is used when purpose to do a thing is meant.

Will is used to denote the intention to do a thing regardless of any opposition

(c.) In conditional cases assumed as a fact.

Will in the first person and *shall* in the second and third denote futurity, but *shall* in the first and *will* in the second and third denote determination.

(d.) When possibility, power, or liberty is expressed.

Shall signifies in the 1st per. intention, in the 2nd pers. determination or command.

(e.) (a) When there is a doubt expressed. (b) *Shall* expresses a certainty *Will* a resolution.

(f.) When the condition expressed is doubtful

When used merely to express futurity *shall* should be used in the first person & *will* in the sec. & third; but when a determination expressed this order is reversed

10. Construct a complex declarative sentence out of the following statements:

(a) I have an indifferent opinion of the vulgar.

(b) Some merit raises the shout of the vulgar.

(c) I am ever led to suspect that merit.

(d) This I own.

(a) I have an indifferent opinion of that vulgar, although merit raises their shout and being led to suspect this am compelled to own it.

(b) I own that I am ever led, by my indifferent opinion of the vulgar to suspect the merit which raises that shout.

(c) a. I who read have an indifferent opinion of the vulgar. b. Some merit raises the shout of the vulgar who form the common mass.

c. I who have none myself am ever led to suspect that merit.

d. This I who write own.

(d) Omitted.

(e) I have an indifferent opinion for the shout of the vulgar. Though am led to own that merit is sometimes the cause of it.

(f) This I own, that I have an indifferen opinion of the vulgar; yet some merit, though inferior, will sometimes raise their shout

GEOGRAPHY.

One hundred credits; ten questions, ten credits each.

1. Name five mountain ranges, five great cities, and five great rivers in Asia.

(a) Altai, Himilyia, Ural, Caucasian, Hoonovoy—Pekin, Calcutta, Lassa, Yeddo, Mecca, Jerusalem.

Obi, Lena, Amoor, Indus, Cambodia.

(b) (1.) Himalayah, Altai, Tarsus, Hindoo Coosh, Ural.

(2.) Pekin, Shanghai, Bon, Sing sing.

(3.) Obi Lena Ho Angho Ganges Cambodia, Yenasae.

(c) a. Himalaya, Altai, Thian Shan, Kuen Leun, East and Western Ghauts. b. Pekin, Canton, Singapore, Mecca, Jerusalem. Amoor, Yangtse-kiang, Hoang-ho, Lena, Obi.

(d) Himalaya, Ural, Hindoo-Coosh, Aajish and Taurus. St. Petersburg, Pekin, Jeddo, Moscow and Calcutta. Ganges, Indus, Obi, Yangtse-kiang and Hoang-ho.

(e) (1). Himalaya, Altai, Yabloui East Ghauts and West Ghauts. (2) Pekin, Canton, Nankin, Hong Kong and Hoang Ho. (3) Ganges, Amoor, Yenesei, Hoang Ho and Indus.

(f). (1) Himalaya, Altai, Kuenlun, Ghants, Stanovoy.

(2) Nankin, Yeddo, Pekin, Changchow.

(3) Yang-tze-Kiang, Yenisei, Obe, Cambodia Hoang-ho.

2. Name all the seas bordering on Europe.

(a) Caspian, Black, Mediterranean, Adriatic, North, and Baltic.

(b) North Sea, Mediterranean, Caspian, Black White Archipelago, Azov.

(c) Adriatic, Black, Mediterranean, North Sea.

(d) Black sea, Baltic sea, North sea, & Adriatic sea.

(e) White, Black, Caspian, Marmora, Mediterranean, North Sea and Baltic. Agean and Adriatic.

(f) North Sea, Mediterranean, Adriatic, Sea of Azor, Archipelago, Black Sea, Caspian, & White Seas

3. Name the two largest rivers and two largest cities of Europe.

(a.) Danube and Rhine; London and Paris.

(b) (a.) Danube Dneiper, (b.) London and Liverpool.

(c) a. Volga, Danube. b. London, Paris.

(d). London & Paris, & Rhine & Maine (or Rhone)

- (e) Don and Danube. London and Paris.
 (f). (1) Volga, Danube, (2) London, Paris.
-

4. Bound the Empire of Germany, and name its three chief cities.

(a.) Germany is bounded on the north by Denmark, on the east by Prussia, and Austria, and on the south by Switzerland, and on the west by France, Belgium, Holland, and western Prussia. Frankfort, Haarlem, Mentz, are three of the principal cities.

(b.) (1.) Bounded on the North by Categat Chanel, on the East by Russia, on the South by Prussia Switzerland and France on the East by France and North Sea,

(2.) Vienna, Frankfort Geneva.

(c) Bounded on the North by South by Switzerland W. France, E. Russia. Frankfort, Bremen & Lubec.

(d) Germany is bounded on the north by Denmark & the Baltic Sea, on the north and southeast by Russia and Austria, on the south by Switzerland, on the south and north-west by France & Holland.

Its chief cities are Bremen, Hamburg, Frankfort & Stuttgart.

(e) On the north by Denmark and the Baltic Sea. On the east by Russia. On the south by Austria and Switzerland and on the west by France, Belgium, Holland and North Sea. Berlin, Hanover, Hamburg, Breslau and Leipsic.

(f) On the north by Denmark & The Baltic. on the East by Rusia & Austria. S. by Austria and Switzerlang. W. by France, Belgium & Holland. (2.) Berlin, Hamburg, & Breslau.

5. What is the chief seaport of China? Russia? British India? Austria?

(a) The chief seaport of China is, Hong Kong. Of Russia, St. Petersburg. Of British India, Calcutta Of Austria, —.

(b) (a) Shanghai, (b) Odessa (c) Bombay.

(c) Canton, Archangel, Singapore.

(d) Seaport in China *Pekin*, Russia *St-Petersburg* India Calcutta, Austria Vienna.

(e). (1). Peking, (2) St. Petersburg. (3) Calcutta (4). Has None.

(f). (1) Canton, (2) St. Petersburg, (3) Calcutta (4) Trieste.

6. What are the chief exports and imports of the United States?

(a.) The chief exports of the United States are, cotton, rice, tobacco, wheat, and lumber. The imports are, cotton, woolen and silk goods, and various kinds of machines.

(b.) (1.) Gold, grain, wool, cotton tobacco.

(2.) Tea, coffee, dyewoods mahogany.

(c). (a). Leather, grain, cotton, tobacco. b. Tea, rice, sugar, indigo, coffee.

(d) Gold, cotton and grain are the exports; furs, laces, velvets, carpets, tea, rice etc. are the imports.

(e) Wheat, Cotton, Tobacco, Sugar and Molasses, Rice, Corn &c &c Silk goods, Tea, Linen and Chinamen.

(f). Wheat, Cotto, Wool, Gold, Timber &c.

Tea, Coffee, Sugar, Manufactured goods, Iron &c &c

7. Name the characteristic animals of each of the zones.

(a) Of the torrid, the elephant, lion, tiger and camel. Of the temperate, the buffalo, black bear, deer and wolf. Of the frigid, the reindeer and white bear.

(b) Those of the Frigid Zone live chiefly upon meat, all being carnivorous animals. Those of the Temperate are of a more docile character and live in trees or in caves, or furrroughs. They subsist on fruits meats and herbs. c Those of the Torrid Zone are generally more slothful, and larger and more ferocious when intruded upon.

(c) Torrid Z. Rhinoceros, elephant, Camel, hippopotamus, tiger.

Temperate Z. Horse, cow, dog, cat.

Frigid Z. White bear, reindeer, fox.

(d) The polar or white bear is found in the frigid zone; horse, cow & others well known to all are found in the temperate; camel elephant & ostrich are found in the torrid.

(e) Frigid, Polar bear, Seal, Walrus, silver fox and Esquimaux

Temperate Horse, Cow, Sheep deer, bear, Buffalo &c &c.

Torrid. Lion Panther Ape gorilla leopard Rhinoceros elephant &c &c.

(f) (1) Of the Frigid, White or Polar Bear, Reindeer, seal &c. (2) Temperate, Horse, Ox, Buffalow, Bear, deer, wolf &c. (3) Torrid Lion, Elephant, Hippopotamus, Camel, Tiger Camellepard, &c.

8. Name the principal animals and plants introduced into the New World from the Old World.

(a) The horse, cow, sheep, and hog. Most of the different kinds of fruits, and the finest flowering plants.

(b) (1) The horse the ox, the hog.

(2) The potato, cotton apple and peach.

(c) a Horse, cow, dog, mule. Cotton, wheat, flax, hemp.

(d) Cows & sheep, the potato plant.

(e) Horses, Cows Sheep, hogs.

Wheat, Rye Oats, Barley, peas &c &c

(f) (1) Horse, Ox, Sheep, Ass, &c.

(2) Wheat, Barley, Rice &c.

9. What causes produce ocean-currents?

(a) Ocean-currents are caused by the heated waters of the equatorial

regions flowing towards the poles, and the cold waters of the polar regions rushing in to take their place.

(b) Ocean-currents are caused partly by the rotary motion of the earth and partly by the tropical heat at the equator, when the water becomes warm by the tropical heat it comes to the top and the cold water from the North and South come in and take its place thus producing a continual movement of the water.

(c) The motion of the earth and attraction of the earth by the moon.

(d) The rapid motion of the earth at the equator.

(e) Revolution of the earth on its axes, Temperature, Wind and tides and the action of the sun and moon.

(f) The rotary motion of the Earth Heat & the land that they meet which causes them to deflect.

10. State the area, population and exports of California.

(a) The area of California is 566,000, square miles, the population over one million, and the exports are, gold and wheat.

(b) (a) 180,000 sq. miles. (b) 650,000 Pop (c) wheat gold, wool beef and pork.

(c) Area=189000. Wheat, Hides and gold dust.

(d) Area of Cal. 160000 square miles, pop. about 360000, exports gold, silver and grain.

(e) Area, 160,000 Sq. Miles.

Pop. over 560.000.

Exports, Wheat, wine, wool, gold and Quicksilver.

(f) (1) 160,000 Sq. miles. (2) estimated in 1870 at 625,000 (3) Wheat Wool, Gold, Silver, Wine Quicksilver &c.

HISTORY OF THE UNITED STATES.

Fifty credits; ten questions, five credits each.

1. Who were John Carver; John Endicott; John Winthrop; Peter Minnit; Father Hennipen?

(a) John Carver was chosen as the first governor of the Pilgrims that came to America in the Mayflower.

John Endicott was the first governor of the Mass. Bay Colony. John Winthrop was the successor of John Endicott.

Peter Minnit was the first ruler of the Dutch in the New Netherlands. Father Hennipen was the first explorer of the upper part of the Mississippi. He sailed down the Illinois river and up the Mississippi to Minnesota.

(b.) (a.) John Carver was first governor of Mass. (b.) John Edincott, was one of early settlers in the colonies. John Winthrop was an early Gov. of Mass. Bay Col. Peter Minnit was also an early governor. Father Henipen was an early French explorer in the Mississippi Valley, and Ohio River.

(c) Jno. Carver was governor of Massachusetts. John Endicott was of much advantage to the people of Massachusetts. John Winthrop

was governor of Virginia. Peter Minnit governor of New York. Father Hennipen was a Jessuit missionary and made explorations at the time La Salle made explorations.

(d) Father Hennipen a French priest & who lived or explored on the Mississippi during the French war.

(e) Jno. Carver was a Puritan governor of Plymouth colony in Massachusetts.

John Endicott was leader of a party of Puritans from England to Massachusetts.

John Winthrop was governor of Massachusetts Bay Colony.

Peter Minnit was the Dutch governor of New Netherlands.

Father Hennipen was a French priest who sailed down the Illinois river and up the Mississippi as far as the falls of St. Anthony.

(f) John Carver came over in the Mayflower, & was chosen the first Governor (2) John Endicott was sent out by the Massachusetts Bay Co with 1500 men & succeeded John Winthrop as Governor (3) John Winthrop was the second Governor of the same colony (4) Peter Minnit was Governor of New York (5) Father Hennipen was a Catholic priest who descended the Illinois river to the Mississippi &c.

2. Give an account of the conquest of Acadia.

(a) All the land from North Carolina to Nova Scotia was discovered by Verrazzinni in 1524 and was called by him Acadia or New France. It was afterwards claimed by the Dutch and was finally conquered by the English; and at the time of the Revolution formed most of the colonies.

(b) Acadia was a settlement on the Gulf of St Lawrence and during the French and Indian War the colonies sailed to that point with a strong force and devastated the homes of the people and took many of them on board prison ships to remain until after the close of the war.

(c) The conquest of Acadia was at Port Royal, Nova Scotia in 1710, during Queen Anne's war.

(d) Not answered.

(e) It was conquered by a party from Massachusetts Rhode Island and New Hampshire, in the year 1710

(f) During Queen Ann's war the people of Massachusetts Connecticut Rhode Island united and raised an army and took Port Royal in what was Acadia; but by a treaty between France and England it was given back to the French. It was again taken by the colonies & has remained a British province ever since

3. Conditions of the first Treaty of Paris.

(a) The final treaty of the Colonies with England was called the Treaty of Paris. In it the Colonies under the name of the United States was acknowledged as a separate and independent government.

(b) By the first Treaty of Paris the French ceded all the land east of the Miss river except the city and Island of Orleans.

(c) They were to relinquish all their conquests that had been made during the war except Port Royal.

(d) France gave up her American possessions east of the Mississippi, except the island & city of New Orleans.

(e) The French ceded to England all the territory east of the Mississippi with the exception of the island and city of New Orleans. While Spain ceded to France all the territory west of the Mississippi.

(f) The French territory East of the Mississippi except the city of New Orleans & the Island of Orleans was ceded to Great Britton & the territory west of Mississippi was ceded to Spain

4. Where and when were the first outbreaks of the Revolution?

(a) The first outbreak of the Revolution was the battle of *Lexington* in April 1775 which was closely followed by the battles of *Charleston* and *Bunker Hill*.

(b) The first was in Boston when the citizens were fired upon by the soldiers, Another was in New York The soldiers provoked the Sons of Liberty by cutting down their flag pole a riot ensued in which one man was killed and several wounded. This was the for offering in the cause of Liberty.

(c) Their was a slight skirmish at Philadelphia on account of a party of soldiers cutting down a liberty pole in 1774. At Lexington their was an outbreak in 1775. 1776 a battle at Bunker Hill.

(d) In New York, 1770

(e) At New York and Boston in 1775, and 1770

(f) In 1775 in New York, the soldiers provoked the Sons of Libert by cutting down their liberty pole & a riot occured which caused bloodshed. Also in Boston there was what is called the Boston massacre &c

5. Who was Burgoyne? Name some one of his exploits.

(a) Burgoyne was a British commander who was sent with a large army into Canada, from whence he advanced into northern New York. He met the Americans several times and was suceessful, but was last defeated and surrendered with his whole army; this was the most important victory that the Americans had gained and they were much elated. His chief exploit was taking Ticonderoga.

(b) Burgoyne was an English General. One of his exploits was his raid through New York, where he was compelled to surrender to Gen. Gates.

(c) Burgoyne was a British general, was engaged at the battles Brandywine and Chadd's Ford, also at Bennington.

(d) Not answered.

(e) He was a general in the British army during the Revolutionary war.

At Ticonderoga & Crown Point.

(f) Burgoyne was a British genera who led am army into New York from Canada & succeeded in penetrating as far as Saratoga; but was there overpowered and taken prisoner with all his force by the American Army under Gates

6. Tell what you know of the French Alliance during the Revolution.

(a) At the beginning of the war France was neutral, but after the Americans had gained some victories, and there was a prospect of their succeeding in conquering the British, the French sent a fleet to their assistance, and it was in connection with this fleet that Washington took Cornwallis and all of his army prisoners at Yorktown.

(b) Early in the Revolution Ministers were sent to France to negotiate some terms of alliance but the French Gov. refused to assist the Colonies yet they gave much aid in private such as arms ammunition &c. Later than this the French acknowledged the Independence of the Colonies.

(c) In 1778 La Fayette came over to assist the Americans after which the French formed a treaty of Alliance with the United States.

(d) Not answered.

(e) They sent an army to help the United States also sent a fleet of war vessels and arms &c &c.

(f) During the first years of the revolution the French refused to acknowledge the independence of the Colonies; but She finally did so & formed a treaty of alliance & assisted materially in gaining their independence. Sending over an army and a fleet &c.

7. Name five signers of the Declaration of Independence.

(a) John Hancock, Thomas Jefferson, Benjamin Franklin, John Adams and Samuel Adams.

(b) Wm. Whipple, Samuel Adams Roger Sherman. Wm. Floyd, Thos. Jefferson and R. H. Lee.

(c) Benjamin Franklin, George Washington, John Adams, Thomas Jefferson, James Madison.

(d) John Adams, Richard Stockton, T. Jefferson, Abraham Clarke & T. Stone.

(e) Thomas Jefferson, John Adams, Patrick Henry Richard Henry Lee, George Washington, James Monroe.

(f) Samuel Adams, John Adams John Hancock Richard Henry Lee, & Roger Sherman.

8. Name five powers granted to Congress and three powers denied to the United States by the Constitution.

(a) Congress is allowed to collect duties and taxes, borrow money on the credit of the United States, establish post-offices, raise and support armies, maintain a navy, and has power to try all cases of treason. The United States are denied the power of forming an allegiance with any other power; can not impose duties on either exports or imports, & can not go to war without the consent of Congress.

(b) Congress shall have power to provide for an Army and Navy to make treaties, to provide for the coinage of money, to borrow money to the credit of the United States, to regulate weights and measures,
Dont know.

(c) Congress may provide for the common defense, levy taxes, grant patents to authors, or inventors, establish a Mint, raise armies in case of declared insurrection.

The United States shall not grant a patent of nobility, issue any letters of marque or reprisal, or establish any rules for primo-geniture.

- (d)
1. To borrow money on the United States
 2. To establish post-offices and post-roads
 3. To provide a navy.
 4. To call forth the militia, punish felonies committed at sea & suppress insurrections.
 5. To coin money & fix the standard of weights & measures.
1. The writ of habeas corpus cannot be suspended except in case of rebellion.
2. No duty can be laid on articles exported from any state.
3. No title of nobility can be granted, & no one who holds an office of profit can without the consent of Congress accept an office from a foreign state.
- (e)
1. To Levy taxes, impose duties &c. &c.
 2. To make laws, regulate commerce &c
 3. To declare war.
 4. To call out men and drill them as soldiers &c.
 5. To make treaties with nations and arrange the preliminaries &c.
 6. To impeach and try the President of the United States
1. The United States has no power to prevent a state from receiving immigrants
2. Has no power to withhold a Writ of Habeas Corpus when the safety of any deem it necessary.
3. To pass any bill of attainder or make any ex-post facto laws
- (f)
1. Power to regulate commerce;
 2. to declare war.
 3. to coin money.
 4. to borrow money on the credit of the government.
 5. to raise and maintain a navy.
- Powers denied
1. to pass an ex post facto law;
 2. no title of nobility shall be granted
 3. no tax on exports shall be levied

9. Give at least five facts indicative of the progress of the United States since her independence.

(a) The lightning rod by Franklin, the cotton gin, the magnetic telegraph, by Morse, the *Atlantic Cabal*, the steamboat, and railroad.

(b) The immigration from foreign countries, the numerous large cities, the interest taken in agriculture and commerce also the Rail Roads and Telegraph wires that thread our land, and the vast number of inventions issued yearly.

(c) The application made of electricity with reference to the telegraph or the invention of the same. The invention of the steam-boat, the laying of the sub-marine telegraph, the laying of the Central Pacific Rail Road track, and the vast immigration of people.

(d) General welfare, intellectual & moral progress, progress in the fine arts, growth of population, liberty and justice.

(e) Area, Population, Wealth, Education, Commerce and Manufacture.

- (f)
1. The great increase in wealth & population.
 2. the number & extent of railroads
 3. the proficiency of her people in the arts and sciences;
 4. the esteem in which she is held by other nations
 5. the utility of her public schools.
-

10. What caused the present National Debt? How has it been diminished? Can you give any estimate of its amount at the close of the war?

(A) The present National Debt was caused by the war of the Rebellion. It has been diminished many millions of dollars by means of a system of revenue; a duty being placed on all home-manufactures, as well as on all imports. The amount at the close of the war was about 2,700,000.

(B) (a) The present National Debt was caused and accrued from the expense of carrying on the late Civil War in the U. S. A.

(b) It has been diminished by laying tariff on different imported articles also by Postage on articles manufactured in the U. S. A. and lastly by the Postal Card Act.

(c) The amount of National Debt at the close of the War was \$2,700,000,000.

(C) The National debt was caused by the expenses incurred by the war of Secession; money had to be raised for the maintenance of the army and to care for the wants of the wounded. It has been diminished by taxes by issuing government bonds or in other words by the credit of the United States.

Over a billion and a half.

(D) The war of 1860, by imposing duties and taxation, some millions.

(E) (a) The war between the North and South Subject the "nigger."

(b) By taxation and revenue.

(c) About 300,000,000,000.

(F) (1) The war of the rebellion

(2) By the revenues collected by the government, and by the sale of Gold and the purchase of bonds.

(3) Something over (\$3,000,000,000,) three billions of dollars.

NATURAL PHILOSOPHY—FIRST AND SECOND GRADES.

Fifty credits; ten questions, five credits each.

1. Define matter, mass, density.

(a) Matter is any thing to which the properties of, form, density, indestructibility, inertia &c, can be applied. Mass is any quantity of atoms united by cohesion. Density relates to the cohesion of bodies; they being more or less dense in proportion as the particles adhere more or less closely.

(b) (1) Matter is any thing that exists and is visible to the eye.

(2) A *Mass* is an accumulation of Matter.

(3) Density is the closeness with which the particles of a body coheres.

(c) Anything that occupies space or that can be perceived by the senses is matter. A large quantity of matter is a mass.

Anybody that is not easily penetrated, or whose particles cohere closely is dense.

(d) No philosophy.

(e) (1) Matter is anything that occupies space.

(2) Mass is a collection of matter.

(3) A Body is said to be dense when it is solid, that is having very few and very small pores.

(f) (1) Any thing that can be increased diminished or can be perceived by the senses.

(2) a large quantity of matter compactly connected. (3) The compactness of a body.

2. What is meant by ponderable and imponderable bodies? Illustrate.

(a) Ponderable bodies are those that have weight; imponderable those that have not weight. As iron or any of the metals are ponderable; air, and the gasses are imponderable

(b) Ponderable bodies are bodies that have weight. Imponderable bodies are those not having weight.

(c) A ponderable body has weight, an imponderable body has no weight. Iron is a ponderable body. Heat is an imponderable force.

(d) No philosophy.

(e) Ponderable bodies are those bodies that have weight as solids liquids.

Imponderable bodies are those that have no weight or whose weight is not perceptible as Air gases &c.

(f) (1) A body capable of being weighed

(2) A body incapable of being weighed

(3) a man is ponderable, while a mountain is imponderable.

3. What is meant by the line of direction? How does the line of direction govern the stability of a body? Illustrate.

(a.) The line of direction is not the center of the bulk of the body, but of the weight. If the line of direction fall in the center of a body

it will have greater stability than if it fall at any other point. Thus a pyramid would have a firmer foundation than any other body, because the line of direction would fall within the center of the base.

(b) The *line of direction* is a line that is perpendicular passing through the center of gravity of a body. If a body be very high and the line of direction falls outside the *center of gravity*.

(c) The line of direction is a straight line from the center of gravity to the base.

When the line of direction falls within the base the body is said to be in stable equilibrium, when it is said to be in stable equilibrium. When a wagon is not loaded high up its center of gravity is low and the line of direction falls within the base, and consequently remains firm. When it is loaded up high the centre of gravity is high and the line of direction falls without the base, and it overturns.

(d) No philosophy.

(e) A line of direction is a line proceeding from the point at which the weight or body is balanced, and is perpendicular.

If it falls within the centre of body, the body is said to be stable; if it falls without, it the, body is said to be unstable. A load of hay on level ground is stable, while on a sidehill it is unstable.

(f) A line drawn perpendicular from the center gravity. When the line falls within its base, the body stands and when it falls without its base it must fall.

A load of hay when it is driven on level ground it is safe from being capsize; but run the wagon on the steep side of a hill and over she goes

4. What is a lever? How many kinds? Describe each.

(a) A lever is a bar or rod used in lifting weights. There are three kinds. The first has the weight at one end, the power at the other, and the fulcrum in the middle. The second has the power at one end, the fulcrum at the other and the weight in the middle. The third has the weight at one end, the fulcrum at the other and the power in the middle.

(b) (1) A *lever* is a flexible bar movable at a point called the fulcrum.

(2) there are three kinds of *levers*.

(3) A lever of the first kind is one in which the *fulcrum* is between the power and weight. A *lever* of the second kind is one in which the *weight* is between the *fulcrum* and power. A lever of the third kind is one in which the *power* is between the *fulcrum* and weight.

(c) A lever is an inflexible bar capable of being turned in any direction. There are three kinds of levers, of the first, second, and third. I levers of the first kind the relative position is power, fulcrum, weight. A crowbar is an example. In levers of the second kind the relative position is power, weight, fulcrum or fulcrum, weight, power. In levers of the third kind the relative position is weight, power, fulcrum or fulcrum, power, weight.

(d) No philosophy.

(e) The lever is the first of the mechanical powers. it consists of a short bar.

The 1st kind of lever. The weight is at one end, the power at the other and the fulcrum between the two, but near the weight.

The 2nd kind. The fulcrum is at one end, the power at the other and the weight between the two, but nearer the fulcrum.

The third kind, The weight is at one end, the fulcrum at the other and the power between the two.

(f) (1) A lever is an inelastic rod or bar resting on a fulcrum. (3) Three (4) First where the weight is between the power and fulcrum. (2) Where the fulcrum is between the power and weight (3) Where the power is between the weight and fulcrum

5. Describe the steam-boiler. The safety valve. The steam gauge.

(a) The steam engine consists of a large cylinder, containing the water, which is heated from a fire directly underneath. The water becoming heated forms steam, and this expanding with great force escapes by means of a valve into a smaller cylinder, where it communicates its force to a piston or rod connected with the driving wheels. Steam engines are either high or low pressure. The safety valve is to let the steam escape if there is too great a supply. The steam gauge is to regulate the amount of steam; it rises or falls as the pressure of the steam is greater or less.

(b) The steam-boiler is a large hollow cylinder inside of which is a grate for fire. As the water becomes heated steam generates and ascend to the steam chest above.

(2) The *safety valve* is an *institution* on the top of the steam chest which permits the steam to escape whenever a certain amount generates.

(3) The *Steam gauge* is an instrument placed near the top of the *safety valve* which makes the wight of the steam in the steam chest.

(c) The steam boiler is composed of heavy plates of iron welded, and arranged in order to give the greatest possible strength.

The safety valve is so arranged as to allow the steam to escape when their is too great a supply.

The steam guage is composed of arms to which balls are attached are raised and depress opening or closing valves according as the supply of steam is to much or too little.

(d) No philosophy.

(e) It is a hollow cylinder of iron, so arranged as to give it great strength. It is used to generate steam. It has guages and valves attached to it. One or more of its valves are called safety valves; they are for the purpose of allowing the steam (after it rises to a certain height) to escape; and thus prevent explosion.

The steam guage, is an instrument, shaped very much like a clock; having a face and hand to it. Its use is to show the pressure of steam in the boiler.

(f) A boiler is made of thick wrought iron or copper plates strongly riveted together so as to resist the expansive force of the steam generated within. They are generally cillindrical. (2) The safty valve is a valve fixed on the upper portion of the boiler, which is forced open and allows a certain portion to escape whenever the pressure exceeds a certain amount; a lever with a weight is attached to the valve so as to measure the amount of presure which the steam has. (3) A steam

guage is a dial like the face of a clock & a hand which toward the figures and it is connected with the steam chest it indicates the amount of pressure which the steam has.

6. How do fluids differ from solids? Difference between liquids and gases!

(a) The particles of solids cohere, of fluids do not. Solids gravitate in a mass, fluids each particle separately. The particles of gasses have a greater repulsion for each other than those of fluids.

(b) Fluids differ from solids by being more easily penetrated and the particles cohere less strongly.

Gases cohere still more lightly than liquids, and the particles cohere more slightly.

(c) Fluids the particles cohere slightly and do not retain form. In solids the particles of the body cohere very closely and have a definite form.

In liquids the particles less closely than in solids, and move freely one upon another, while in gasses they cohere less than in liquids and have a tendency to be diffused into space.

(d) No philosophy.

(e) Fluids may be poured out, and they will find their level. Solids cannot be poured out, neither will they find their level, while in that state. Liquids have weight, and can be confined in an open vessel. Gases have no weight, or at least their weight is so small that it requires a great deal of trouble to ascertain it. Gases will also escape if confined in an open vessel.

(f) Their particles move freely among each other, while solids remain firm. (2) Gasses are more expansive.

7. How are bodies affected by heat? What classes of bodies are most susceptible of this action?

(a). First, heat causes bodies to expand; secondly, it converts solids to a fluid form; thirdly, it destroys their texture by combustion. Gasses and fluids are more susceptible to the action of heat than bodies.

(b) Bodies are expanded by heat. Aeriform bodies, and liquids are more susceptible to expansion than others.

(c) Bodies acted upon by heat are, expanded, liquified, vaporised, or are subjected to incandescence.

Solids, and liquids.

(d) No philosophy.

(e) Heat expands bodies, It also changes certain solids and then into gasses.

Liquids are more susceptible of heat than solids.

And gasses are very easily rarified by heat.

(f) They are expanded. (2) Fluids.

8. What is necessary to the transmission of sound? On what does the greater conducting power of the air depend?

- (a). Air. It depends on its density.
 - (b) (1) Air is necessary to the transmission of sound.
 - (2) It depend upon the purrness of the air.
 - (c) That the air should be dry. The greater conducting power of the air depends on its freeness from foreign substances.
 - (d) No philosophy.
 - (e) The more dense air is the greater is its conducting power; while the rarer it is, the less its conducting power is.
 - (f) (1) the presene of a sonorous substance
 - (2) its density.
-

9. Give a description of an electrical battery. How is it discharged?

(a). The electric battery is composed of a number of Leyden jars connected together. There is a metallic bar or knob connected with the battery, and by forming a connection between this knob and the earth by a chain or some other conducting substance, the battery will be discharged; the electricity passing off into the earth.

(b). The electrical battery is composed of a combination of fine steel wheels, and placed in a box near a loadstone.

It is discharged by causing the loadstone to come in contact with the steel wheels.

(c) The electric battery is arranged first a layer of zinc then an acid then a layer of coper, then zinc, then acid, then coper, and so on, but their must be different metal at each end, wires are attached, and when it is required discharge the battery the wires are connected.

The electrical machine consists of glass cilinder and rubber one placed in contact on either side are a positive and negative insulator. The whole is supported by two beams; below these cilinders is a platform by which the ruber can be pressed nearer the glass. The machine is worked by a crank. It is discharged by working the crank, and by bringing the ruber and glass in contact electricity is generated. The positive electricity goes to the negative insulator and the negative to the positive insulator and thus causes a discharge. The plate machine plates are used instead of cilinders and in the beams in contact with the plate ruber is placed. It is discharged and electricity is generated in the same manner as the former.

(d) No philosophy.

(e) It is a brass plate to which a crank is attached. It passes between rough surfaces on either side. It is discharged by means of keys attached to wires as in telegraphy, and in other ways as required.

(f) It consists of a number of Leyden jars, coated inside and out with tin foil to within a few inches of the top into these jars are placed wires which terminate in brass knobs which are all connected.

(2) By ringing one of these knobs in connection with a prime conductor.

10. Where in a bar magnet does the power chiefly reside? How are the extremities of a magnet distinguished?

(a) The power of a magnet is chiefly in the ends of the magnet the center having very little power. One extremity is called the north and the other the south pole.

(b) (1) The power chiefly exists in the pointed end.

(2) By their size and shape.

(c) In the ends of the magnet. The extremities of a magnet are distinguished as the north and south pole.

(d) No philosophy.

(e) At the extremities.

As *Positive* and *Negative*.

(f) (1) In its points. (2) By placing them in contact with some mineral substance

NATURAL HISTORY.

Fifty credits; ten questions, five credits each.

1. Give the principal characteristics of the ruminants.

(a) The principal characteristics of the ruminants are their size and hoofs.

(b) Ruminants include all those four-footed animals which chew a cud.

(c) Ruminants chew the cud, and live on herbs, and grasses, and have a thick skin.

(d) Ruminants chew their cud.

(e) They are all cloven foot except the camel and Llama

(f) They part the hoof, they chew the cud, they feed on grasses they have the lateral motion of the jaw &c

2. Give the different kinds of dentition.

(a). There are three principal kinds of dentition; those of the carnivorous or flesh eating animals that are very sharp; those of the ruminants or grass eating animals that are very rounded, and thirdly, those that have both kinds of food, and both sharp and rounded teeth.

(b) The kinds of dentition differ in the different animals. Those of the carnivorous class are pointed or tearing teeth.

Those of the Ruminants are more smooth and regular. Those of the human family are both cutting and grinding teeth

(c) Animals that live on flesh have molars mostly or grinding teeth. Those that live on grasses have incisors mostly, or cutting teeth. While those live on flesh and herbs have both incisors and molars.

(d) There are sharp edged dentals, which beasts of prey have, flat edged, which herbivorous animals use for grinding.

(e) Permanent or lasting and desiduous or those that fall out

(f) The molars, the incisors, and the canines.

3. How do the claws of a dog differ from those of a cat?

- (a) The claws of a cat are much sharper than those of a dog.
 - (b) The claws of the dog differ from those of the cat by only having four toes on the forefeet while the cat has five.
 - (c) The claws of a cat are retractile, while those of a dog are not.
 - (d) The claws of a dog have short nails & have not the power of contracting them, those of a cat have long nails, which can be drawn in and which assist them in climbing.
 - (e) The claws of a dog are just slightly curved, while those of a cat are so arranged as to hold on to anything it might chance to seize. The claws of the cat are very similar to those of a hawk and eagle.
 - (f) The dogs are not as sharp & do not have the cushion which the cat has to protect them; then the dog has on thumb like claw which the cat does not have
-

4. Describe briefly the process of "chewing the cud."

- (a) The food is first swallowed without being chewed, and after being mixed with the gasses of the stomach is returned to the mouth and chewed.
 - (b) The "cud" is taken into the stomach by the animal in a loose state, from whence it goes into the *second* where it is separated into little pellets, and when the animal stops eating to rest the "curd" ascends to the mouth and is remasticated.
 - (c) The food is taken in the mouth and thence it passes to the first stomach. Afterwards it is brought into the mouth, when it is masticated, and passes into the stomach.
 - (d) Animals that chew the cud have two stomachs, the first is used merely as a receptacle for the food, it is brought from this receptacle back to the mouth, where it is again masticated much finer than the first time, it then descends to the second stomach where it is digested.
 - (e) When the food is taken into the mouth it is slightly chewed. It then passes into the 1st stomach, then into the second stomach. It then returns in the form of pellets to the mouth. It then undergoes a second operation of chewing; after which it passes into the third stomach, then into the fourth after which it is past off.
 - (f) First the food is passed into the pouch or first stomach and is moistened from thence it is passed into the second stomach & is converted into small balls, from thence it is returned to the mouth & chewed fine & is passed into the third stomach, from thence into the fourth.
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5. How do the bones of birds differ from the bones of mammalia?

- (a) The bones of birds are hollow, those of mammals are solid.
- (b) The bones of birds differ from those of *Mammalia* by being hollow and filled with air.
- (c) The bones of birds are light and are not formed for strength as much as beauty. The bones of mamalia are formed for strength as they have so much more weight to support. Birds travel by means of wings, and therefore do not require as strong bones.

(d) The bones of birds are filled with air those of mammalia with marrow, or are solid.

(e) The bones of birds are very slender, so as to insure swiftness in flight, being very light. While the bones of the mammalia are so constructed as to give them strength, and solidity.

(f) They are hollow and are more cartilagenous.

6. Name the parts of a grass-leaf.

(a) The parts of a grass-leaf are, the blade, base, apex, margin, and veins.

(b) (1) The flattened upper part of the leaf is called the *Blade*

(2) The leaf stalk surrounding the stem is called the *Sheath*.

(3) The scale stipule often seen between sheath and blade is called the *Ligule*

(c) Blade, sheath, scales, ligules.

(d) Sheath, ligule & stem.

(e) The parts of a grass leaf are

1st The Midrib

2nd " blade

3d " Parallel veins.

(f) Stem, ribs, veins & veinlets

7. Give the difference between feather-veined and palmate-veined leaves.

(a) The feather veined leaves, have a midrib or central vein which is a continuation of the petiole, with little veins branching off from its sides. The palmate-veined leaves, have the petiole divided into five principal veins, at the base of the leaf, and one running to each of the five divisions of a palmate-leaf.

(b) Feather-veined leaves have a rib the midrib—which gives off veins right and left

A palmate-veined leaf has several ribs passing across the blade in a spreading fashion

(c) The feather-veined leaf has one large rib or vein and numerous veinlets branching from this, so that it has the appearance of a feather. The palmate-veined leaf has several of the large mid-ribs or veins with smaller veins branching from it; so as that the veins are arranged similar to the fingers on our hand.

(d) A leaf with one rib is feather-veined, a leaf with more than one is palmate-veined.

(e) The difference of a palmate vein and a feather veined leaf is this: The feather veined leaf has a midrib with veins communicating with it. The midrib is a continuation of the petiole. In Palmate vein leaves there is no midrib; but what might be called ribs branching out from the petiole, with which the veins communicate.

(f) Feather-veined have more than one rib; palmate-veined only one

8. Give the principal kinds of inflorescence.

(a). The principal kinds of inflorescence are the terminal and axillary.

(b) The principal kinds of Inflorescence are the Spike Sadix, Catkin, Raceme Corymb Umbel, and the compounds of the Umbel Raceme and Corymb.

(c) It is either solitary or compound inflorescence.

(d) Solitary & clustered.

(e). 1st Terminal & 2nd axillary It is also divided into Definite & Indefinite.

(f) Determinate & indeterminate.

9. Give the parts of the seed.

(a) The parts of the seed are the germ, kernel, and outer covering or shell.

(b) The *Seed coat* or Integument is the skin that surrounds the outside of the seed.

The *Kernel* is the substance within the seed coat.

(1) *Embryo*, The young plant contained within the seed.

(2) The Albumen, The material in which the embryo is embedded.

(c) Coteledous, integuanent, germ.

(d) The embryo, carpels & capsuels.

(e) 1st The Seed coat.

2d The germ

3rd Sometimes albuminous matter enclosing the seed germ.

(f) Seed coats, nucle-us, albumen & germ.

10. How can you distinguish exogenous and endogenous plants in the seed already?

(a) The exogenous are those that open of themselves, the endogenous those that are closed.

(b) We can tell if we separate the seed and examine the Embryo; but I do not understand how we can tell if we examine only the outside of the seed.

(c) Exogenous plants have two coteledous and endogenous plants have one coteledon.

(d) Not answered.

(e) In the endogenous the seed has only one cotyledon. In the exogenous generally two cotyledons, very seldom several in a whorl.

(f) Exogenous have more than one seed-leaf, endogenous but one.

THEORY AND PRACTICE OF TEACHING.

Fifty credits; ten questions, five credits each.

1. Give the outline of a short moral lesson on "Untruthfulness."

(a) It would be necessary to impress upon the mind that we are responsible beings and have right and wrong placed before us to choose whichever we will; then explain wherein untruthfulness is wrong, and illustrate by means of some story.

(b) The shame that accompanies an untruth is evident in the countenance of the child. For instance, the story of Washington and the hatchet. I he told his father an untruth he would have been ashamed to come into the presence of his father for many days, but when he avowed to the act which had provoked his father he was received in his arms, so we can easily see the folly of uttering an untruth in even the most trivial instance.

(c) Children did you ever see a man in the States prison? If so what do you suppose brought him there? He very likely at first commenced by telling a falsehood about some little thing as a marble; next time he did not wait to claim the toy by means of a falsehood, but pocketed it deliberately without argument, one way or another. After the first downward step the others are easily passed, each successive time conscience is not so sharp. Finally we become so hardened that large thefts, and falsehoods are matter of little moment. Then comes retribution. Discovery as a natural consequence. States Prison, and years of remorse. What a life a narrow prison, shut out from light, home and friends. Then reprieve; but what is liberty now. Friends, reputation gone. His thoughts naturally revert to the first cause of all this misery—his first untruth.

(d) An untruth is a disobedience against a command; it originates in fear & from a design to deceive & is invariably followed by penalty; it adds guilt to guilt. A moral lesson on it may be taken from the story of Washington and the cherry tree. In the degree that his truthfulness was commended, his untruthfulness would have been censured.

(e) (1) Define what you understand by *untruthfulness*?

(2) Is untruthfulness a *virtue* or is it a *vice*?

(3) Should we practice untruthfulness?

(4) Is an untruthful person respected?

(5) How ought we be guided?

(f) First should be shown the result of such a course & then by comparison show the reward of truthfulness and cite examples &c

2. Mention two methods of developing the expressive faculties.

(a) The expressive faculties may be developed by frequent exercises in original composition, and by reading well written works.

(b) The expressive faculties may be developed by giving various exercises in Vocal culture, also by singing pieces in Music which tend to please the singers.

(c) Drawing a scholar on from one step to another by means of objects in nature, requiring them to point out points of resemblance between one object and another. Also develop by means of short sentences formed by holding up an object, and requiring a pupil to mention some quality of it, then on others until something is said about it.

(d) Observation and language.

(e) 1st By constant attention so that we understand expression and
2nd By constant practice in the art.

(f) (1) one method is to criticis & correct faults, (2) by placing a
moddle before them for them to imitate.

3. What use would you make of a Reading Book in teaching Grammar?

(a) Should use it frequently for exercises in parsing, as it is necessary to become familiar with every method of arranging thoughts, whether in prose or poetry.

(b) I should use a Reading Book in teaching Grammar, because in it we find narratives just as they are spoken, by the Narrator, and the learner will more readily comprehend it than in broken sentences.

(c) I would use a Reading Book to have the pupils name parts of speech from the Reader.

(d) By asking questions relative to grammar, for instance the subjects & objects of the action, by pointing out the nouns, pronouns verbs etc; in fact mainly by making scholars comprehend what they read.

(e) I would use it to teach Orthography and Orthoepy. Also in the inflections of nouns pronouns &c and whenever I could possibly bring it into use I would do so.

(f) To show the use of the marks & pauses & to use as a book to analyz & parse &c.

4. Name some of the errors to be avoided in conducting recitations.

(a) Allowing the class to lose interest, through lack of thorough explanations; talking in the class; and also improper positions in sitting or standing. It would be better not to pursue the regular routine of asking questions, but pass around the class promiscuously.

(b) Some of the errors in conducting and exercise that should not be tolerated are permitting pupils to be slack in their attention while the teacher is trying to explain something to the class.

We should also avoid permitting a child to give an incomplete sentence while answering a question but require a full sentence.

(c) A recitation should not be conducted until all are attentive. The drawing out process should be avoided, that is giving a pupil an idea of the answer, as in asking this question, Does the Mississippi river rise in the northern or southern part of the United States? In all such questions the idea of answer is conveyed. You should not commence at the same part of the class daily to hear recitation, but should alternately commence at different parts of the class to conduct a recitation. Concert recitations should not be too frequently used as a scholar learns in this way to depend too much on others. You should never go before your class without special preparation.

(d) Confining scholars to the *exact* words of the book is an error, also allowing them to pass on without questions or explanation.

(e) Indistinctness in speech. A confused mass of words having no sense, used in explanation, or in asking a question. Inattention of a class. Noisy schools, &c &c

(f) First allowing scholars to talk in a very low tone, (2) allowing them to recite in rotation so that they can number their questions & only learn one or two questions &c.

5. Explain what is meant by the agreement of noun and verb.

(a) A verb must agree with its subject in number and person; therefore if the noun is singular the verb must be singular, or if the noun is plural the verb must be plural also.

(b) By the term agreement of a noun and a verb is meant that the verb has the same person number and gender as its subject as a verb has neither of this when standing alone.

(c) A verb is said to agree with a noun when its person and number are the same as its noun. In the sentence— boys read: boys is third person singular number, and requires a verb in the third person, singular number.

(d) A noun and a verb agree when they are of the same person & number.

(e) That one is in the same number and person, as the other.

(f) The verb must agree with its subject in person an number That is it must change its form when nessary to suit it nominative

6. Explain to a class the course of the Trade Winds.

(a) The vertical rays of the sun at the equator cause the air to become heated and it rises; the cold winds from the poles rush in to fill the vacancy, and they would blow, directly north and south were it not for the motion of the earth which turns them in a different direction and causes them to blow directly around the earth.

(b) The course of the Trade Winds in the Northern Hemisphere is from North East to South West and in the Southern Hemisphere from South West to North East.

(c) The trade winds east and west and west and east from the equator.

(d) The trade winds blow from the north-east & south east & meet near the equator, there neutralize each other & cause calms, they then rise to a greater elevation and move towards the poles as the upper currents; when they become cool they descend & blow from south-west north & from north-west south.

(e) They have their origin in the Indian Ocean and take an easterly and westerly direction forming two currents.

(f) The Trade winds are air in motion caused by the heat of the tropics if the Earth were not in motion on its axes, the winds would always blow toward the Equator but as the earth revolve on its axis very rapidly especialy at the equator where it moves with greater rapidity the air falls behind the more solid portions of matter and exist as easterly winds only when stopped by land &c &c

7. Give an analysis of the operation of dividing 10 by $\frac{2}{3}$.

(a) In dividing by a fraction invert the divisor, and proceed as in multiplying. The rule for multiplying is "multiply the numerators together for a new numerator, and your denominators for a new denominator. Therefore, $10 \div \frac{2}{3} = 10 \times \frac{3}{2} = \frac{30}{2} = 15$ ans.

(b) 10 divided by $\frac{2}{3}$ is the same as 10 multiplied by $\frac{3}{2}$ therefor $10 \times \frac{3}{2}$ is equal to 15

$\frac{1}{2}$ of ten is $\frac{5}{1}$ and $\frac{3}{1}$ multiplied by $\frac{5}{1} = \frac{15}{1}$ or 15. Ans.

(c) I first divide 10 by two, but it was not required to divide 10 by 2 but by $\frac{2}{3}$. My result is therefore too small by the denominator. To correct this deficiency I multiply the quotient obtained by dividing by 2 by 3, which is what was required.

(d) Omitted.

(e) 10 divided by $\frac{2}{3}$; or in other words, we wish to know how many $\frac{2}{3}$ there are in 10. In 1 there are $\frac{3}{2}$, therefore in 10, there are 30 one-thirds. If there are 30 one-thirds, there will be only one half as many two thirds, and the half of 30 is 15. Therefore there are 15 two-thirds in 10.

(f) Dividing by a fraction is equal to multiplying by its reciprocal, the reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$ $10 \times \frac{3}{2} = 30 \div 2 = 15$

8. Name an important rule of spelling.

(a) Words ending in final *e* preceded by a consonant following a vowel, drop the *e* on taking an additional syllable; as, have, having; believe, believing.

(b) All derivative word ending in *full* drop *one l*.

Or a primitive word ending in a single consonant preceded by a single vowel doubles the final consonant before an additional syllable commencing with a vowel.

(c) When a syllable is added commencing with a vowel to a word ending with a vowel the final vowel must be dropped.

(d) *Y* changes into *i* when preceded by a consonant & followed by a vowel, as duty duties, beauty beauties.

(e) Divide the word according to its constituent parts that is its *Prefix Root* and *Suffix*.

(f) A mono-syllable or a word accented on the last syllable, ending in a single consonant preceded by a single vowel doubles the final consonant on receiving an additional syllable beginning with a vowel.

9. What is your plan of keeping pupils at work while in school?

(a) Give short lessons and require them to be thoroughly committed; at the same time allow no communication during school hours.

(b) My plan is to make some change in the studies of those who seem to be uninterested take something that will excite their attention such as a drawing lesson as a lesson in Calisthenics, cause all to put book aside while I illustrate some experiment in Philosophy or relate some narrative.

(c) While hearing a recitation, the other pupils are required to use

their slates either to write, print, or cipher. When wearied, give all short exercise as recreation. Then as a change require all to study books simply, unless it is a primary grade when black board can be advantageously used for printing or drawing as recreation.

(d) Vary their occupation and let it not be beyond their capacity.

(e) Giving them plenty to do and making them do it.

(f) Give them plenty work to do & impressing upon their minds the importance of a thorough education & by using all proper stimulant, & then watching them to see that none prove recreant, &c.

10. What is the proper use of *memory* in the process of instruction?

(a) Study events and dates, connectedly, and it will improve the memory; while on the other hand if the mind is crowded with a miscellaneous assortment of knowledge it will be useless.

(b) Without memory we could give no instruction for we could accumulate none to give. But the most important is to be able to give many interesting illustrations not in the text books and lead the pupils to believe that there is much not contained in the books they use, and also to give correct advice on any subject.

(c) The pupil should only be required to remember things that are important the minutia or unimportant events simply confuse and tend to make us forget or remember imperfectly the more important. Memory is secondary to awakening of the faculties. When that is accomplished memory will do its work.

(d) Memory gives us readiness, makes our knowledge practical.

(e) To retain a subject so that it can have proper mental consideration.

(f) To retain what has been learned

COMPOSITION.

Twenty-five credits.

(One credit off for each mistake in spelling, in punctuation, or in the use of capitals.)

1. What I have read.
2. Chinese Immigration.
3. Horticulture.
4. Physical Training of Children.
5. Out-of-door Life.

Write a composition on any one of the above subjects.

(a)

CHINESE IMMIGRATION.

There can be no doubt but that it is a great disadvantage to all classes of people.

First by rendering physical labor so cheap, it deprives many of our own poor, of the employment by which, alone, they subsist; making them, either work at such prices that they have to starve both body and mind, or quit work and live by some dishonest means; thus, filling the country with a bad class of people, instead of having our poor respectable and honest.

By putting it within the power of the higher classes, to avoid manual labor entirely, they are made effeminate and weakly, both in body and mind. For, the body is made strong only in proportion as it is exercised, and the improvement of the mind depends on the body; if the body be strong and active so also will the mind be; or, if the body be weak the mind will correspond.

Thirdly, if we as a nation have any hope of ever converting the Chinese to Christianity, it will be far better to send missionaries to them, than to allow them to come here; for when they do, they see persons that profess to believe in the Christian religion, acting so different to their professions, that they become skeptics, and worse than ever they were before hearing of God.

Shall then a few speculators, for their own selfish purposes, fill the country with this class of people?

(b)

OUT DOOR LIFE.

The benefit and comfort of OUT DOOR LIFE can only be appreciated by those who have indulged in its pleasures.

Its advantages, concerning the vitality of the human system, are made manifest when we look the upright frame, the robust form, the glowing cheeks, and smiling faces of those who inhabit the rural sections of our State; and who daily add vigor to the system, bloom to the cheek, and lustre to the eye as they indulge in delightful amusement wandering through the fields of waving grain, and blooming flowers inhaling the pure atmosphere, which is the true and leading life giving element of all animal life.

(c)

OUT-OF DOOR LIFE.

One of the most pleasant lives a person can live is the life that is free and unconstrained; rambling among the woods and enjoying the beauties of nature.

Such a life one has a such wide field for observation and a wakening of thought that otherwise might never be presented to our minds. By rambling among the woods people acquired their knowledge of Botany, and Natural History. When we think of the perseverance it required to classify the vast number of flowers and shrubs with which our earth is covered we cannot but respect those who labored for the universal good of mankind. Though the study of plants affords much pleasure, it also requires much thought, and labor.

It was by living in tents, and under trees that the ancients acquired their knowledge of the stars, and arranged them in constellations according to their fancied resemblance to some object in nature or from some imagery of the brain. In fact a large portion of science has been

obtained from the study of nature; then who will not be willing to pass, at least a portion of their lives, in contributing their mite to the store of knowledge already acquired by living among the flowers, and trees.

(d)

OUT-OF-DOOR LIFE.

Who does not admit the enjoyment as well as the necessity of passing a portion of our time out of doors?

Let us for a few moments consider how beneficially out-of-door life affects our physical as well as mental abilities.

Our lungs are supplied by the air we inhale, if it be impure (which in the house it generally is) our blood will certainly partake of those impurities & vice versa.

Free exercise out of doors contributes largely to the development of our bodies, & if the body be retarded in its growth the mind will also be dwarfed.

What child or even adult, who after a few rainy days' our hours' confinement does not greet with hearty cheers the open doors and returning sunshine. How weary we grow of in-door life!

Out of doors we have a large field for our observation.

Nature lays open her books for our perusal, every stone has a story & every creek a song.

We are led to believe that in ancient times people lived almost exclusively out-of-doors, it's very true they are spoken of as having tents, yet these are mere shadows of shelter.

In Switzerland and also in Arabia there are nomadic tribes, who never seek any other roof than Heaven's canopy.

I should like to dwell longer on the subject, but time will not permit.

(e)

WHAT I HAVE READ

What have I read? Well! I have read a great deal; but have not retained much in my mind. I have read Histories of Greece, Rome, England, Scotland, Ireland, Canada and the United States. Also the poetical works of Byron, Moore, Burns, Tennyson, Milton, Virgil, Homer, Horace and selections from a great many others. Under the head of novels I have read the "Waverley"; Dickens, and a host of minor ones too numerous to mention.

In reading we should endeavor to select those works that will tend to improve the mind. When we read a chapter, we should thoroughly digest it; that is, we should give it thorough consideration, grasping and retaining anything that will tend to advancement.

(f)

HORTICULTURE

Horticulture is a subject which I know but little about; but it is a subject which should engage the attention of every land owner of this state; especially of those in this portion of the state.

The soil is so rich, & all species of fruit trees yield such an abundance of fruit, that their cultivation will pay a rich return for the money invested. Then as an ornament, trees are to be greatly valued. I think that many of the tropical trees will do well in this valley, and grape vines above all other trees or vines will pay the best. The best way to start them is to put the cuttings where you want them to stay, and then keep the ground well watered and cultivated.

PHYSIOLOGY.

Ten questions, five credits each.

1. What is the office of the central organs of the nervous system in sensation and motion?

(a) They receive all sensations communicated to them from external objects and transmit them to the brain. They also receive the commands of the brain and send them to every portion of the system and thus produce motion.

(b) The central organs of the nervous system are the brain and spinal chord. The office of the brain is to direct every movement of the body. The spinal chord and its branches conducts every emotion to the brain.

(c) The office of the central organs of respiration is to transmit the sensation to the brain.

(d) They communicate or convey impressions.

(e) To communicate with the cranial and spinal nerves, and to all parts of the body.

(f) In sensation to take cognisance of anything that affects the senses, & in motion to send messages by the motor nerves to the muscles causing them to contract or expand as the case requires.

2. What cavities does the mucous tissue line? How is the secretion of the mucous effected? Its use?

(a) The mucous tissue lines those cavities that communicate with the air. The secretion of the mucus is effected upon its own surface. Its use is to keep its surface moist, so that the different parts may not adhere.

(b) (1) The mucus tissue lines the throat, stomach, duodenum, and Intestines.

(2) The secretion of the mucus is effected by action of the Lacteals and Lymphatics.

(3) Its use is to aid in digestion and also to facilitate the movement of the food.

(c) The mucous tissue lines all those cavities that communicate with the air. The mucous is secreted by small glands in the mucous membrane. Its use is to lubricate the parts.

(d) The cavities of the nose & the ear, by the means of small glands or vesicles, as these parts are exposed to the air it lubricates them & prevents dryness.

(e). (1) The cavities of the stomach.

(2) It is affected by means of glands.

(f). (1) All cavities that have an opening that admits air, such as the stomach, mouth intestines, lungs, &c.

(2) by small glands situated in the mucous membrane. (3) its use is to protect the membrane & in some instances to aid in converting the chyme into chyle.

3. Where are the bile and the fluid secreted by the pancreas mingled with the chyme? What is one of the offices they execute?

(a) They mingle with the chyme before reaching the Thoracic duct, and aid in separating and forming that portion that is sent to the heart to form blood.

(b) (1) The bile and Pancreatic juice mingle with the chyme in the Duodenum.

(2) One of the offices they execute is to secrete the waste and bilious particles which would otherwise create disease of the system.

(c) The bile and pancreas are mingled with the chyme in the duodenum. They convert the food chyle.

(d) In the intestines, they aid digestion.

(e) (1) In the Duodenum.

(2) To change the chyme into two parts; viz: chyle and residuum or waste matter.

(f) (1) In the Duodenum (2) they help to convert chyme into chyle.

4. How do the four parts of the heart act without disturbance? Illustrate.

(a) The heart is so formed that each part is distinct from all the others, so that the action of both the ventricles and auricles is free from all disturbance of the others.

(b) The four parts of the heart act without disturbance, by the fact that the septum divides it into two parts, and the two auricles both contract at the same time the *right* forcing the blood to the right ventricle and the left forcing the blood to the left ventricle; also the ventricles go through a similar process, the right forcing the blood through the Pulmonary Veins to the lungs while the left forces the blood through the *Aorta* to all the parts of the system.

(c) The four parts of the heart alternately contract, and expand. The blood passes from the right auricle to the right ventricle. The tricuspid valves prevent its reflux. From the right ventricle it passes pulmonary artery, The semi-lunar valves prevent its reflux. The pulmonary vein conveys the blood to the lungs, where it is purified. The pulmonary vein conveys the blood to the left auricle from there it passes to the left ventricle. The mitral valves prevent its reflux. From the left ventricle it passes to the aorta. The semilunar valves prevent its reflux. From the aorta it passes all over the system.

(d) When the ventricles collapse the auricles dilate, & when the ventricles dilate the auricles collapse.

(e) By means of valves and pulsation.

Place your thumb on your wrist and you can feel it. Pulsation is also discernable in several other places

(f) First the blood is recd into the right auricle, & and from thence it is forced into the right ventricle, & from thence into the pulmonary artery & to the lungs, from which it returns through the pulmonary veins into the left Auricle & is then forced by the contraction of its muscular coat into the left ventricle and in all cases the blood is pre-

vented from a reflux by valves; it is forced from the left ventricle into the aorta & from thence into all parts of the system

5. In what two ways does violent exercise injure the lungs when the chest cannot be well expanded?

(a) If the chest be compressed there will not be a sufficient quantity of fresh air admitted to the lungs to purify all the blood sent to it from the heart and it will consequently be filled too full, causing a great injury to its delicate structure.

(b) Violent exercise cause the blood to course more rapidly through the veins and therefore it takes a greater amount of air in the lungs to purify the excess of blood passing to the lungs to be purified: so if the chest cannot be expanded, some of the blood must return to the system in an impure state. Again there is much danger of bursting some of the blood vessels of the lungs if there is not sufficient air to counteract the blood.

(c) It violently expels the air which injures the minute cells of the organs of respiration, and also strains the chest, and abdominal muscles.

(d) The lungs are compressed, some of the air tubes are contracted & inflated more than others, consequently the lungs become diseased.

(e) It excites undue respiration and retards circulation.

(f) Violent exercise increases the action of the blood & thereby forces more waste matter to the lungs & as the lungs by being contracted cannot admit air sufficient to carry it off it collects and causes its coat to become inactive, & also causes irritation

6. Of what bones is the dome of the cranium made up? Describe the different ways in which strength is secured around the base of this dome.

(a) The cranium is made up of eight bones, arranged in two plates, and between them is placed a porous substance resembling bone, to soften the shock of any violent blow. The base is still further protected by being placed within the concave surface of the back of the head and invested with three membranes.

(b) (1) If the scientific names are required I cannot give them. It is composed of the convex bones which are joined by sutures at the top and sides of the head.

(2) Strength is secured first by the oval form of the cranium, and secondly by the texture of the skull, which is so arranged that a blow on the head will spend its force before it reaches the brain. Its oval form tends to make it stronger when any blow or weight comes in contact with it than when it is free from any such intrusion.

(c) Medulla oblongata, Cerebrum and Cerebellum. By its convex form thickness and fibrous and firm texture.

(d) Strength is secured by the thickness and projection of the base.

(e) The occiput and sinciput. By means of muscles, and also the sutures that unite them to the other bones of the head.

(f) (1) Frontal, 2 temporal, 2 parietal & occipetal. (2) First by the different cases which it, the outside bone being fibrous and tough then the spongy and last the hard which serves to prevent the penetrations of sharp instruments (2) Then the shape of skull, being convex also gives it protection

7. Describe the arrangement of the radius and ulna, and the manner in which such free and varied motion is given to the arm.

(a) The radius is placed upon the outer and the ulna upon the inner side of the forearm; and being articulated with the humerus at the elbow form a perfect example of a hinge joint, giving to the arm its varied movements.

(b) The radius and ulna are so arranged that while one end is attached at the elbow the other, of the same, is only attached at the wrist by ligament, to its parallel bone and not to the wrist bones. The other is attached to the wrist bones, at the joint and to its parallel bone at the elbow, this affords to them a rotary motion upon each other.

(c) The ulna is joined to the humerus by a socket and radius to the humerus by ligament; And at the wrist the radius is firmly attached and ulna attached by a ligament. Because these bones are left free at one end and made firm at the other alternately a great variety of movement is admitted of, as for instance the rotary motion.

(d) Not answered.

(e) The Radius is the large bone of the arm.

It is united at the upper extremity with the humerus, and forms the elbow. At the other extremity it is united with the carpus.

The Ulna is the small bone of the arm, It is nearly with the Radius, and is joined with it to the humerus and carpus, forming two hinges thus giving strength, suppleness and elasticity to the arm.

(f) (1) The radius is connected with the bones of the wrist at one of the extremities and at the other with the ulna in such a manner as to permit of a rolling motion; while the ulna is connected with the bone of the arm at the elbow and at the other to the radius & bones of the wrist so as to produce the rolling motion of the fore arm

8. Describe the various parts of the vocal tube, that have an agency in articulation.

(a) The vocal tube is composed of several bones and cartilages, the Thyroid, Cricoid, the two Arytenoid, and the Epiglottis and Vocal chords. The sound in articulation is made by the air expelled from the lungs striking on these chords.

(b) The parts of the Vocal tube are the Larynx, Trachea Bronchia. The larynx is the upper part of the Vocal tube and creates the sound which we hear in speaking or singing, the Trachea and Bronchia carry the air to the Larynx, from the lungs.

(c) Arytenoid cartilages and vocal cords help to produce sound. There are two arytenoid cartilages they are triangular in shape and are placed on the cricoid cartilage. The vocal cords are firm and longitudinal in shape and are attached to the arytenoid cartilages. The thyroid and the cricoid cartilages do not produce sound.

(d) The larynx.

(e) The Larynx is composed of cartilages having the shape of a cone reversed, to which is attached the extremity or root of the tongue. There are four folds of membrane stretched across the cavity called vocal cords, on each side is the glottis. The cavity between the upper and lower vocal cord is called the ventricle of the larynx.

(f) The vocal tube consists of the larynx and its connections. the larynx is composed of five cartilages constructed in such a manner as to form a hollow tube, across this is stretched four cords called vocal cords, which are the principal agents in producing sound these are operated upon by the air which passes through them to and from the lungs, and also by mussels which causes them to expand and contract thus serving the purpose the different kinds of instruments

9. What is the object of the external ear? What is the use of its ridges and prominences?

(a) The object of the external ear is to collect and transmit sounds to the internal ear. The ridges and prominences are useful in collecting sounds from different directions and modulating them before sending them to the internal ear.

(b) (1) The object of the external ear is to catch the sounds and carry them to the Tympanum.

(2) They are for the purpose gathering the sounds from different directions and to modify them before they enter the head.

(c) The object of the external ear is to collect sounds. The ridges and prominences retain the sound better thus keeping it from being diffused so easily.

(d) It protects the inner part, the ridges are supposed to have no particular use, except to distinguish the form of our ear from that of the lower animals (the donkey for instance)

(e) To catch sound and transmit it to the internal ear. They are used to convey sound and also to keep out insects and also anything else that would tend to injure the ear.

(f) (1) To collect the sounds which are conveyed to the internal ear

(2) they also aid in modifying the sound.

10. How many coats has the eye? Describe the arrangement of the parts of the eye.

(a). The eye has three coats; the retina, choroid, and schlerotica. The outer covering at the front of the eye is called the cornea, and it is received in the edge of the schlerotica or outer covering of the eye like the crystal of a watch. Secondly, the iris, or colored part of the eye is placed next to the cornea and in the center of it is a circular opening called the pupil. Back of this and occupying the center or body of the eye are the vitreous humor, crystalline lens, and aqueous humor. The inner coating of the eye is called the retina and is an expansion of the optic nerve which enters the eye at the back through the schlerotica. The middle coat of the eye is the choroid, and the outer the schlerotica.

(b). The Crystalline Lens Aqueous Humor Pupil, Vitreous Humor
Oris Retina.

(c) The eye has four coats. The sclerotic, choroid, iris, retina, ciliary process. The sclerotic is commonly called the white of the eye therefore covers the front of the eye. In contact with this coat is the iris it is the colored portion of the eye. Back of the sclerotic coat is the choroid coat it is chocolate color. The retina is an expansion of the optic nerve it is seen by looking into the pupil of the eye. There are three humors, the aqueous, vitreous, and crystalline lens. The aqueous humor is placed first it is watery. Vitreous humor is next, the crystalline lens is next or last.

(d) Three coats. The retina lines the back of the eye, the iris surrounds the pupil, the pupil is in the centre of the eye, the cornea is on the outside of the visible part of the eyeball.

(e) It has three coats.

1st coat is the Sclerotic, or white of the eye.

2nd The Cornea or transparent globe.

3rd The Choroid Coat or dark color on the inner surface.

The Iris or color of the eye in the centre of which is the pupil.

The Retina is the innermost coat of the eye.

(f) (1) Three (2) The sclerotic coat is on the outside & forms that portion called the white of the eye; the cornea is connected with it and covers the anterior portion of the eye. The next coat consists of choroid the iris & ciliary process, the iris with the pupil forms the partition between the posterior & anterior (portions) chambers of the eye; behind this is the ciliary processes. The inner coat is the cornea which receives the impression which is made by the light in passing through crystalline lens and humors of the eye. The crystalline lens is situated in front of the vitreous & posterior to the aqueous humor, and a perfect lens.

Comments on the above are unnecessary. If such examinations qualify candidates and entitle them, in the estimation of County Boards, to First Grade State Certificates, what must be the examinations upon which only County Certificates of the Second or Third Grades are granted! And yet the holders of Second and Third Grade Certificates are placed in charge of the lowest grades of schools, where unfitness in temperament, education, and habits works greater and more irreparable injury than in the higher grades of schools.

Various are the devices employed by County Boards to grant certificates to favorites, no matter how lamentably they may have failed. For instance, should a candidate obtain only twenty credits in a study the maximum for which is fifty, the maximum is reduced one half. Then extra credits are added, contrary to law; some studies, in which the candidate is weakest, are altogether omitted, and deducted from the standard. Credits obtained in other studies are called "extras," and while added in the total upon which to calculate the percentage, are omitted from the total which determines that percentage. Thus, sometimes, five or ten per cent are added to the standing of a candidate, and he secures a certificate.

It is no wonder that thousands so early lose their bright eagerness, that wonderment and intelligent curiosity for which our American children are especially noted; for we subject them, "not to the generous care of men and women imbued with a love for intellectual and spiritual

growth, and fully capable of stimulating, controlling, and guiding the faculties of mind and spirit, but, on the contrary, to those who, by reason of their inefficiency, become, at the very best, sorely-trying guards and repressors." No wonder that there is "no recognition and intelligent sympathy between the little world, little lessons, and little books within the school house, and the great world, great lessons, and wonderful books outside the school house," when our experience in actual examination presents such a satire on professional efficiency. No wonder our pupils are no good and sure spellers, for our teachers are not. No wonder our pupils are innocent of any knowledge of the primary rules pertaining to punctuation, the use of capitals, and the common proprieties of letter writing, and English composition, when our teachers have no such knowledge, or if they have, do not crystallize it into practice. Not one letter in a hundred written by teachers to this department is properly dated, addressed, and punctuated. And lastly, no wonder that the attention paid to the morals and manners of the pupils is so unsatisfactory, when the manners of the teacher are never inquired into, and his morals are satisfactory if he has not been guilty of any gross or notorious violation of the decalogue.

Of course there are honored exceptions. There are plenty of men and women who feel a call to be teachers; but their number is lamentably small beside those who for the time can do nothing else, and, accordingly, "take a turn at teaching." There are very many candidates who have the requisite literary culture to become teachers, and who, after entering the school-room, strive to master the science of teaching. But even here this mastery is gained at some expense to the interests of the pupils. If such teachers had passed through a Normal course, they would gain, in a brief time, what years of experience may fail to supply, and they would enter the schools with a fund of skill which now they must painfully accumulate through repeated failures. But the educational work, as a whole, is intrusted, as an Iowa County Superintendent well remarked, "mainly to inexperienced children—children, even though some of them are advanced in years; for, though physically of full size, but few of them have reached the intellectual stature of men and women."

The only remedy for this crying evil of incompetent teachers is to exact that every candidate for the profession pass through a Normal School; in this he will be trained in a thorough knowledge of the subjects to be taught and in the science of teaching, and will, in model classes or a training school, acquire that skill which is the first requisite to a teacher. It is not professed that even then every incompetent person will be kept from without the profession, but every teacher will have received at least a thorough and careful training. And an efficient supervision will then do much to keep at a minimum any incompetency which still may linger in the schools.

But as a preliminary step we must have longer school terms, and pay more adequate compensation for teachers' services. Perhaps the salaries paid at present are adequate enough, in most cases, if the terms for which the schools are kept, were longer. Give every school district in the State sufficient funds for an eight months school, and inside a year we can draw a thousand Normal School graduates from the Eastern States. With a generous support of her schools, California has not need to employ a single untrained teacher: if we can assure them of permanent situations, for years almost all the graduates of the Normal Schools East of the Rocky Mountains will flock to the Golden State; for

to almost every Eastern teacher, California is indeed still the "Golden State," the "El Dorado."

There need be no fear that when once trained teachers are demanded by law, the supply will not equal the demand. It will then not be long before that magnificent building at San José will be crowded to its utmost capacity, and additional Normal Schools be required. The State has assumed the task of providing education for the people. To be true to this trust, the State must provide for the wants of the schools, and one of the most pressing of these is trained teachers. The State must provide by statute, that every teacher have a professional training. If the teachers, now employed in the schools, have gained this training in the school-room, well and good; but in future, the preliminary training must be acquired in Normal Schools, and not at the expense of successive classes. It is not enough that a candidate for the profession is not ignorant as far as knowledge is concerned—he must not be ignorant as a *teacher*.

"All roads lead to Rome;" so all lines of educational improvement converge to one central object—the *teacher*. The importance of other elements that go to make up a good school may be and often are overestimated. Not so with the teacher. The teacher is the school. How to secure a teacher who understands and loves his work—this is the educational problem at all times and in every place. It is a comparatively easy matter to build good school houses and make a judicious choice of text books, and draw up a rational and sound scheme of instruction; but to furnish such teachers as are needed is a very different thing."—[Supt. Philbrick of Boston.]

The condition of the teaching profession is a matter of public concern. Above whatever else concerns the schools, the teacher stands preëminent in his power to further, retard, or altogether defeat the ends of popular education. No more subtle power than the teacher's influence can be conceived for the shaping of the mental habits and moral intrepidity of the youth of our country. No age equals our own in placing in the hands of the teacher the dearest, highest interests of society.

Jealously must society watch that these hands are worthy of the trust. We must no longer be contented to bear with an unworthy teacher, in hopes that the beginning of next term will bring a change for the better. We must no longer trust to chance for sending us a trained teacher; we must demand trained teachers as our due, and trained teachers will be supplied.

CONCLUSION.

There are a number of minor questions which might profitably engage our attention: such as the supervision of schools, county teachers' institutes, course of studies, etc. But the importance of these questions is as naught compared with the importance of the three questions which form the subject of my report. School supervision, county teachers' institutes, and the course of studies can do little to negative the grave defects and shortcomings of our public school system. While more and better school work is being done in this State than ever before; while the terms for which schools are maintained are slowly lengthening; while we are, in short, advancing in our work of popular education,

it cannot be affirmed emphatically enough that this advancement is far out of proportion to the possibilities within our reach. We can, if we exact it, obtain the full measure of the amount and quality of education needed by our children: but the only way to exact this is to keep our schools open the whole year round, and to entrust them only to the hands of qualified instructors.

These two—long terms and qualified teachers—are the real educational forces of the State; and with them at our command, the prosperity, efficiency, and usefulness of our common schools will be insured beyond peradventure.

Appended will be found the Statistical Tables, showing the condition and progress of the public schools of our State; the work of the State Board of Education, together with the Course of Studies and a list of the text books and library books; the work of the State Board of Examination, together with a complete list of the holders of State Certificates and Diplomas; the work of the State Normal School, of the State University, of the Asylum for the Deaf, Dumb, and the Blind, and of the most prominent private institutions of learning.

The proposed amendments to our school law, except those treated of in this report, are of the nature more of corrections of inconsistencies, oversights, and errors, than of amendments; and it is therefore not necessary to cumber this report with their discussion.

HENRY N. BOLANDER,
Superintendent of Public Instruction.

APPENDIX.

I. STATISTICAL TABLES.

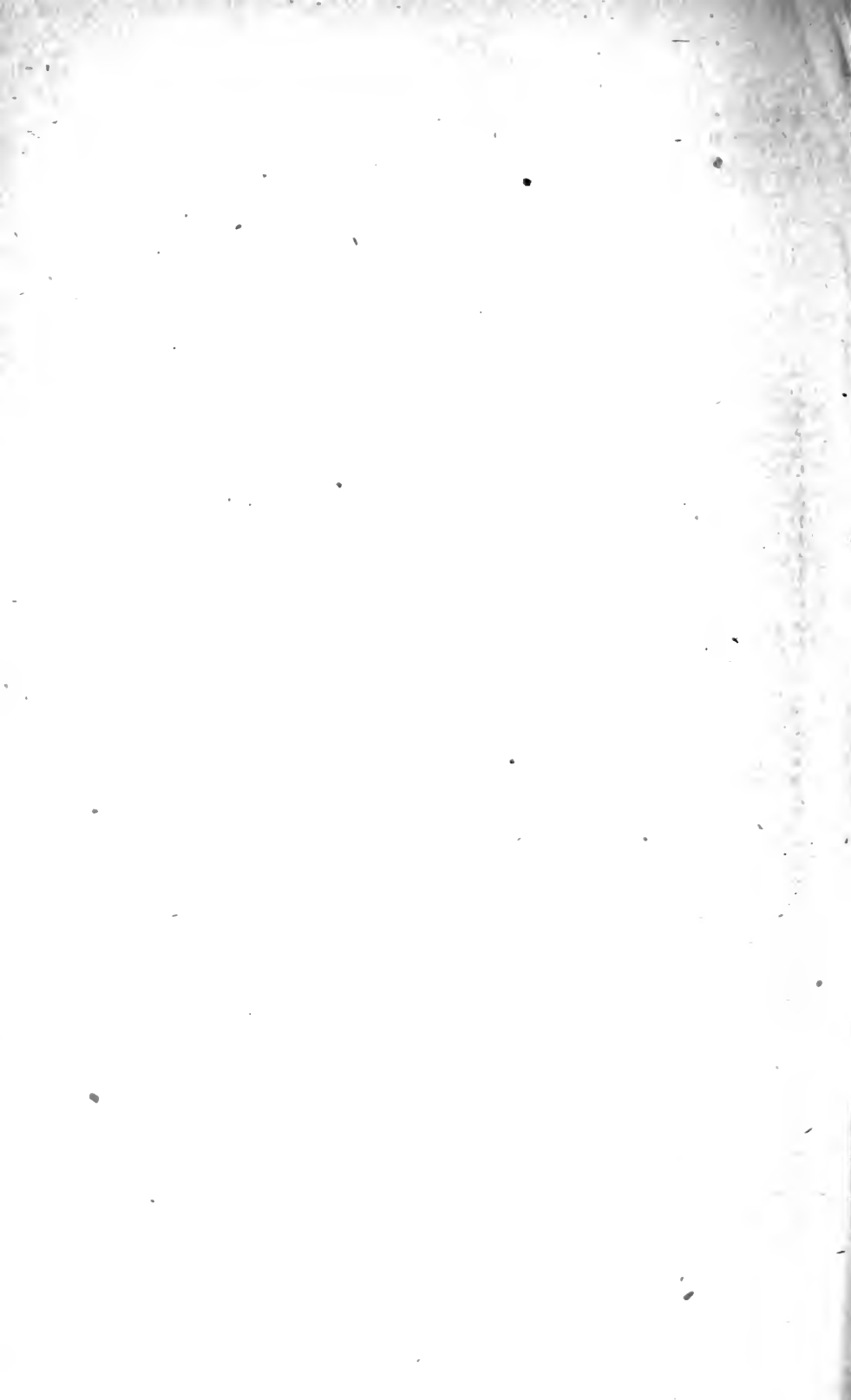


TABLE No. 1.

School Census Marshal's statistics for the school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.

COUNTIES.	NUMBER OF WHITE CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda	3,254	3,200	6,454	3,310	3,392	6,702
Alpine	55	48	103	58	55	113
Amador	1,060	1,006	2,066	1,065	1,039	2,104
Butte	1,302	1,235	2,537	1,358	1,284	2,642
Calaveras	1,153	1,089	2,242	1,105	1,072	2,177
Colusa	819	771	1,590	861	785	1,646
Contra Costa	1,282	1,191	2,473	1,330	1,254	2,584
Del Norte	145	134	279	161	161	322
El Dorado	1,221	1,120	2,341	1,174	1,085	2,259
Fresno	442	429	871	512	489	1,001
Humboldt	991	901	1,892	1,044	966	2,010
Inyo	125	131	256	143	151	294
Kern	234	225	459	310	285	595
Klamath	81	85	166	89	87	176
Lake	507	481	988	496	516	1,012
Lassen	234	202	436	281	269	550
Los Angeles	3,049	2,957	6,006	3,046	2,968	6,014
Marin	890	605	1,495	776	622	1,398
Mariposa	435	397	832	471	436	907
Mendocino	1,146	1,152	2,298	1,173	1,117	2,290
Merced	465	431	896	460	455	915
Mono	53	32	85	52	38	90
Monterey	1,845	1,576	3,421	1,939	1,692	3,631
Napa	1,058	979	2,037	1,038	1,047	2,085
Nevada	2,090	2,044	4,134	2,086	2,027	4,113
Placer	1,114	1,197	2,211	1,099	1,052	2,151
Plumas	355	341	696	390	361	751
Sacramento	2,750	2,775	5,525	2,679	2,603	5,342
San Bernardino	828	749	1,577	812	727	1,539
San Diego	680	609	1,289	643	582	1,225
San Francisco	15,780	16,006	31,786	16,869	17,407	34,276
San Joaquin	2,414	2,423	4,837	2,248	2,326	4,574
San Luis Obispo	719	670	1,389	845	776	1,621
San Mateo	1,025	880	1,905	1,050	928	1,978
Santa Barbara	1,179	1,103	2,282	893	801	1,694
Santa Clara	3,199	3,181	6,380	3,360	3,358	6,718
Santa Cruz	1,377	1,301	2,678	1,399	1,257	2,656
Shasta	597	557	1,154	639	582	1,221
Sierra	499	503	1,002	470	502	972
Siskiyou	1,180	1,012	2,192	1,221	1,115	2,336
Solano	1,893	1,854	3,747	1,869	1,808	3,677
Sonoma	3,057	2,993	6,050	2,964	2,871	5,835
Stanislaus	760	741	1,501	882	822	1,704
Sutter	655	651	1,306	637	642	1,279
Tehama	556	524	1,080	588	551	1,139
Trinity	237	204	441	237	231	468
Tulare	752	741	1,493	850	834	1,714
Tuolumne	1,003	887	1,890	908	864	1,772
Ventura .....	.....	.....	.....	483	454	937
Yolo	1,079	1,001	2,080	1,084	1,008	2,092
Yuba	1,216	1,134	2,350	1,202	1,093	2,295
Totals	68,840	66,358	135,198	70,689	68,907	139,596

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF NEGRO CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda	13	21	34	17	21	38
Alpine						
Amador	14	13	27	13	11	24
Butte	19	10	29	15	12	27
Calaveras	3	1	4	3	1	4
Colusa	8	4	12	10	10	20
Contra Costa	1	3	4	5	4	9
Del Norte	1	1	2		2	2
El Dorado	10	13	23	7	14	21
Fresno	7	5	12	6	1	7
Humboldt	1	2	3	1	4	5
Inyo		3	3			
Kern				1		1
Klamath						
Lake				1		1
Lassen						
Los Angeles	30	21	51	22	23	45
Marin		1	1		3	3
Mariposa	10	10	20	10	16	26
Mendocino	3	8	11			
Merced	8	2	10	8	3	11
Mono						
Monterey	8	3	11	6	2	8
Napa	10	7	17	10	8	18
Nevada	19	19	38	15	19	34
Placer	4	3	7	2	4	6
Plumas						
Sacramento	42	36	78	45	22	67
San Bernardino	3	2	5	1	2	3
San Diego	5	5	10	10	6	16
San Francisco	91	41	132	131	62	193
San Joaquin	23	19	42	19	16	35
San Luis Obispo		3	3		1	1
San Mateo						
Santa Barbara	1	1	2	1	1	2
Santa Clara	23	28	51	21	17	38
Santa Cruz	11	7	18	12	6	18
Shasta	3	2	5	3	2	5
Sierra	4	3	7	4	3	7
Siskiyou	11	7	18	14	4	18
Solano	15	11	26	13	14	27
Sonoma	6	7	13	10	10	20
Stanislaus	7		7	8		8
Sutter	3		3	4	3	7
Tehama	21	14	35	22	17	39
Trinity	4	5	9	3	2	5
Tulare	8	5	13	18	10	28
Tuolumne	11	9	20	7	9	16
Ventura						
Yolo	8	4	12	10	6	16
Yuba	20	26	46	30	35	65
Totals	489	385	874	538	406	944

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF INDIAN CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.					
	1872.			1873.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Alameda	2	6	8	3	8	11
Alpine.....						
Amador.....	2	2	4	4	2	6
Butte.....	34	23	57	23	15	38
Calaveras	3	3	6	19	15	34
Colusa.....	17	14	31	12	8	20
Contra Costa.....	6	5	11	4	6	10
Del Norte.....	18	16	34	14	10	24
El Dorado	20	11	31	15	9	24
Fresno.....	24	18	42	32	15	47
Humboldt.....	25	19	44	26	18	44
Inyo.....						
Kern.....				10	8	18
Klamath.....	39	53	92	42	58	100
Lake.....	7	5	12	5	3	8
Lassen.....	1	3	4	1	3	4
Los Angeles.....	57	59	116	21	21	42
Marin.....	1	5	6	4	5	9
Mariposa.....	17	6	23	16	7	23
Mendocino.....	93	68	161	67	50	117
Merced	1	1	2	1		1
Mono.....	1	1	2			
Monterey	10	7	17	4		4
Napa.....	10	4	14	4	2	6
Nevada.....	1	6	7	5	2	7
Placer.....	6	5	11	5	4	9
Plumas.....	3	1	4	5	5	10
Sacramento.....	12	7	19	8	8	16
San Bernardino	1		1	15	5	20
San Diego.....	58	50	108	30	26	56
San Francisco.....	5	13	18			
San Joaquin						
San Luis Obispo.....	7	5	12	8	3	11
San Mateo.....	1	2	3			
Santa Barbara	12	5	17	9	1	10
Santa Clara.....	1	4	5	4	2	6
Santa Cruz.....				2	1	3
Shasta.....	61	57	118	48	53	101
Sierra.....				1		1
Siskiyou	22	18	40	28	18	46
Solano	2	3	5	3	9	12
Sonoma.....	43	21	64	25	19	44
Stanislaus.....						
Sutter.....	2	2	4	1	3	4
Tehama.....	19	14	33	11	5	16
Trinity	41	17	58	39	18	57
Tulare.....	6	2	8	6	3	9
Tuolumne.....	1	1	2	4	2	6
Ventura.....						
Yolo.....	8	1	9	9	2	11
Yuba.....	8	8	16	8	17	25
Totals	708	571	1,279	601	469	1,070

TABLE No. 1—Continued.

COUNTIES.	TOTAL NUMBER OF CEN- SUS CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE.	
	1872.	1873.
Alameda.....	6,496	6,751
Alpine.....	103	113
Amador.....	2,097	2,134
Butte.....	2,623	2,707
Calaveras.....	2,252	2,215
Colusa.....	1,633	1,686
Contra Costa.....	2,488	2,603
Del Norte.....	315	348
El Dorado.....	2,395	2,304
Fresno.....	925	1,055
Humboldt.....	1,939	2,059
Inyo.....	259	294
Kern.....	459	614
Klamath.....	258	276
Lake.....	1,000	1,021
Lassen.....	440	554
Los Angeles.....	6,173	6,101
Marin.....	1,502	1,410
Mariposa.....	875	956
Mendocino.....	2,470	2,407
Merced.....	908	927
Mono.....	87	90
Monterey.....	3,449	3,643
Napa.....	2,068	2,109
Nevada.....	4,179	4,154
Placer.....	2,229	2,166
Plumas.....	700	761
Sacramento.....	5,622	5,425
San Bernardino.....	1,583	1,562
San Diego.....	1,407	1,297
San Francisco.....	31,936	34,469
San Joaquin.....	4,879	4,609
San Luis Obispo.....	1,404	1,633
San Mateo.....	1,908	1,978
Santa Barbara.....	2,301	1,766
Santa Clara.....	6,436	6,762
Santa Cruz.....	2,696	2,677
Shasta.....	1,277	1,327
Sierra.....	1,009	980
Siskiyou.....	2,250	2,400
Solano.....	3,778	3,716
Sonoma.....	6,127	5,899
Stanislaus.....	1,508	1,712
Sutter.....	1,313	1,290
Tehama.....	1,148	1,194
Trinity.....	508	530
Tulare.....	1,514	1,751
Tuolumne.....	1,912	1,794
Ventura.....	.....	937
Yolo.....	2,101	2,119
Yuba.....	2,412	2,385
Totals.....	137,351	141,610

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN UNDER FIVE YEARS OF AGE IN 1872.			
	White.	Negro.	Indian.	Totals.
Alameda	3,409	3	4	3,416
Alpine	57	.....	.....	57
Amador	886	3	.....	889
Butte	1,080	14	1	1,095
Calaveras	794	.....	.....	794
Colusa	811	.....	3	814
Contra Costa	1,226	.....	.....	1,226
Del Norte	166	2	9	177
El Dorado	853	7	9	869
Fresno	427	1	16	444
Humboldt	1,066	4	5	1,075
Inyo	138	.....	.....	138
Kern	262	.....	.....	262
Klamath	80	.....	49	129
Lake	529	.....	.....	529
Lassen	165	.....	.....	165
Los Angeles	2,242	8	30	2,280
Marin	719	.....	1	720
Mariposa	347	9	.....	356
Mendocino	1,179	2	13	1,194
Merced	408	3	1	412
Mono	49	.....	.....	49
Monterey	1,579	1	5	1,585
Napa	997	14	1	1,012
Nevada	1,913	1	.....	1,914
Placer	1,062	1	.....	1,063
Plumas	410	.....	1	411
Sacramento	3,475	46	1	3,522
San Bernardino	746	1	1	748
San Diego	482	2	19	503
San Francisco	20,330	54	.....	20,384
San Joaquin	2,112	.....	.....	2,112
San Luis Obispo	767	1	.....	768
San Mateo	820	.....	.....	820
Santa Barbara	1,046	2	1	1,049
Santa Clara	3,339	18	.....	3,357
Santa Cruz	1,374	10	6	1,390
Shasta	521	.....	26	547
Sierra	553	3	.....	556
Siskiyou	925	.....	10	935
Solano	2,010	4	.....	2,014
Sonoma	2,524	.....	.....	2,524
Stanislaus	682	.....	.....	682
Sutter	609	1	.....	610
Tehama	551	12	1	564
Trinity	228	.....	25	253
Tulare	698	3	.....	701
Tuolumne	641	8	.....	649
Ventura .....	.....	.....	.....	.....
Yolo	998	2	2	1,002
Yuba	937	14	7	953
Totals	69,222	254	247	69,723

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN UNDER FIVE YEARS OF AGE IN 1873.			
	White.	Negro.	Indian.	Totals.
Alameda.....	3,818	12	1	3,831
Alpine.....	61			61
Amador.....	878	10	2	890
Butte.....	1,108	17	3	1,128
Calaveras.....	715		8	723
Colusa.....	978	6	4	988
Contra Costa.....	1,288	4	2	1,294
Del Norte.....	161		8	169
El Dorado.....	834	8	10	852
Fresno.....	532	3	12	547
Humboldt.....	1,095	4	6	1,105
Inyo.....	191			191
Kern.....	327		34	361
Klamath.....	84		55	139
Lake.....	549	1	2	552
Lassen.....	274		4	278
Los Angeles.....	2,461	3	11	2,475
Marin.....	786	2		788
Mariposa.....	318	4	13	335
Mendocino.....	1,249		26	1,275
Merced.....	476	4		480
Mono.....	57			57
Monterey.....	1,725		4	1,729
Napa.....	1,168	13	2	1,183
Nevada.....	1,677	15	1	1,693
Placer.....	913		2	915
Plumas.....	432		2	434
Sacramento.....	2,978	38		3,016
San Bernardino.....	699		7	706
San Diego.....	552	80	2	634
San Francisco.....	19,793			19,793
San Joaquin.....	1,966	13		1,979
San Luis Obispo.....	771			771
San Mateo.....	789			789
Santa Barbara.....	761	4	1	766
Santa Clara.....	3,288	21		3,309
Santa Cruz.....	1,370	5	8	1,383
Shasta.....	509	2	29	540
Sierra.....	495	2		497
Siskiyou.....	1,004	6	12	1,022
Solano.....	1,982	11	1	1,994
Sonoma.....	2,518	3	9	2,530
Stanislaus.....	780	1		781
Sutter.....	644	4		648
Tehama.....	441	9	2	452
Trinity.....	204		26	230
Tulare.....	776	4	1	781
Tuolumne.....	613	2		615
Ventura.....	437		8	445
Yolo.....	990	3		993
Yuba.....	927	8	4	939
Totals.....	69,442	322	322	70,086

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE ATTENDED PUBLIC SCHOOLS AT ANY TIME DURING THE YEAR 1872.			
	White.	Negro.	Indian.	Totals.
Alameda.....	4,336	7	1	4,344
Alpine.....	103	.....	.....	103
Amador.....	1,531	3	.....	1,534
Butte.....	1,918	20	1	1,939
Calaveras.....	1,517	.....	4	1,521
Colusa.....	1,077	11	3	1,091
Contra Costa.....	1,874	.....	.....	1,874
Del Norte.....	232	.....	25	257
El Dorado.....	1,752	.....	14	1,766
Fresno.....	536	.....	.....	536
Humboldt.....	1,241	.....	8	1,249
Inyo.....	179	.....	.....	179
Kern.....	247	.....	.....	247
Klamath.....	117	.....	30	147
Lake.....	810	.....	.....	810
Lassen.....	312	.....	3	315
Los Angeles.....	2,523	15	.....	2,538
Marin.....	818	.....	.....	818
Mariposa.....	538	14	.....	552
Mendocino.....	1,777	.....	5	1,782
Merced.....	704	4	.....	708
Mono.....	60	.....	.....	60
Monterey.....	2,037	.....	.....	2,037
Napa.....	1,482	14	.....	1,496
Nevada.....	3,031	31	.....	3,062
Placer.....	1,782	.....	.....	1,782
Plumas.....	502	.....	2	504
Sacramento.....	3,900	49	8	3,957
San Bernardino.....	946	.....	.....	946
San Diego.....	904	.....	.....	904
San Francisco.....	21,301	79	.....	21,380
San Joaquin.....	4,221	1	.....	4,222
San Luis Obispo.....	602	.....	1	603
San Mateo.....	1,088	.....	.....	1,088
Santa Barbara.....	1,042	.....	.....	1,042
Santa Clara.....	4,036	29	.....	4,065
Santa Cruz.....	1,731	11	.....	1,742
Shasta.....	867	4	22	893
Sierra.....	906	7	.....	913
Siskiyou.....	1,525	.....	.....	1,525
Solano.....	2,778	15	.....	2,793
Sonoma.....	4,520	.....	.....	4,520
Stanislaus.....	1,167	1	.....	1,168
Sutter.....	1,079	1	.....	1,080
Tehama.....	685	18	.....	703
Trinity.....	324	3	15	342
Tulare.....	1,055	.....	.....	1,055
Tuolumne.....	1,290	12	.....	1,302
Ventura.....	.....	.....	.....	.....
Yolo.....	1,624	.....	1	1,625
Yuba.....	1,628	36	1	1,665
Totals.....	92,255	385	144	92,784

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE ATTENDED PUBLIC SCHOOLS AT ANY TIME DURING THE YEAR 1873.			
	White.	Negro.	Indian.	Totals.
Alameda	4,682	33	.....	4,715
Alpine	78	.....	.....	78
Amador.....	1,570	20	.....	1,590
Butte.....	1,997	12	.....	2,009
Calaveras.....	1,517	.....	20	1,537
Colusa	1,241	2	7	1,250
Contra Costa.....	1,816	2	1	1,819
Del Norte.....	278	.....	15	293
El Dorado.....	1,763	7	14	1,784
Fresno	589	.....	19	608
Humboldt.....	1,372	1	10	1,383
Inyo	186	.....	.....	186
Kern.....	271	.....	2	273
Klamath	116	.....	56	172
Lake.....	733	.....	.....	733
Lassen.....	487	.....	.....	487
Los Angeles.....	2,883	8	1	2,892
Marin.....	897	.....	1	898
Mariposa.....	578	21	.....	599
Mendocino.....	1,810	.....	4	1,814
Merced.....	642	10	.....	652
Mono	74	.....	.....	74
Monterey.....	2,192	.....	.....	2,192
Napa.....	1,500	12	.....	1,512
Nevada	3,112	30	.....	3,142
Placer.....	1,745	1	.....	1,746
Plumas.....	556	.....	5	561
Sacramento.....	3,802	45	10	3,857
San Bernardino.....	987	.....	1	988
San Diego.....	599	.....	1	600
San Francisco.....	23,961	52	.....	24,013
San Joaquin.....	4,108	33	.....	4,141
San Luis Obispo.....	856	.....	.....	856
San Mateo.....	1,054	.....	.....	1,054
Santa Barbara.....	686	1	.....	687
Santa Clara.....	4,212	26	.....	4,238
Santa Cruz.....	1,761	9	.....	1,770
Shasta.....	888	3	19	910
Sierra.....	799	5	1	805
Siskiyou.....	1,716	13	2	1,731
Solano	2,617	23	.....	2,640
Sonoma	4,468	12	4	4,484
Stanislaus	1,310	.....	.....	1,310
Sutter.....	1,045	.....	.....	1,045
Tehama.....	781	33	2	816
Trinity.....	333	3	10	346
Tulare	1,195	.....	.....	1,195
Tuolumne.....	1,276	.....	.....	1,276
Ventura.....	607	.....	.....	607
Yolo.....	1,629	.....	.....	1,629
Yuba.....	1,643	41	.....	1,684
Totals.....	97,018	458	205	97,681

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE ATTENDED PRIVATE SCHOOLS AT ANY TIME DURING THE SCHOOL YEAR OF 1872.			
	White.	Negro.	Indian.	Totals.
Alameda.....	521	13		534
Alpine.....				
Amador.....	51	4		55
Butte.....	49			49
Calaveras.....	179			179
Colusa.....	90			90
Contra Costa.....	79			79
Del Norte.....	9			9
El Dorado.....	72			72
Fresno.....	49			49
Humboldt.....	151	1		152
Inyo.....	29			29
Kern.....	30			30
Klamath.....				
Lake.....	10			10
Lassen.....	9			9
Los Angeles.....	760	5	1	766
Marin.....	365			365
Mariposa.....	13	3		16
Mendocino.....	8		7	15
Merced.....	83			83
Mono.....	5			5
Monterey.....	228			228
Napa.....	131			131
Nevada.....	444			444
Placer.....	83	2		85
Plumas.....	14			14
Sacramento.....	669	8		677
San Bernardino.....	107			107
San Diego.....	135		4	139
San Francisco.....	5,047	14		5,061
San Joaquin.....				
San Luis Obispo.....	106		1	107
San Mateo.....	329			329
Santa Barbara.....	202			202
Santa Clara.....	983			983
Santa Cruz.....	247	2		249
Shasta.....	98		6	104
Sierra.....	8			8
Siskiyou.....	58	18	1	77
Solano.....	545			545
Sonoma.....	677			677
Stanislaus.....	120			120
Sutter.....	40	1		41
Tehama.....	31	5		36
Trinity.....	15			15
Tulare.....	196	7		203
Tuolumne.....	155			155
Ventura.....				
Yolo.....	131			131
Yuba.....	316	7		323
Totals.....	13,677	90	20	13,787

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE ATTENDED PRIVATE SCHOOLS AT ANY TIME DURING THE SCHOOL YEAR OF 1873.			
	White.	Negro.	Indian.	Totals.
Alameda.....	531	.....	.....	531
Alpine.....	2	.....	.....	2
Amador.....	68	.....	.....	68
Butte.....	97	.....	.....	97
Calaveras.....	184	.....	.....	184
Colusa.....	42	.....	1	43
Contra Costa.....	173	.....	.....	173
Del Norte.....	8	.....	.....	8
El Dorado.....	66	.....	.....	66
Fresno.....	40	.....	.....	40
Humboldt.....	111	1	.....	112
Inyo.....	32	.....	.....	32
Kern.....	19	.....	2	21
Klamath.....	1	.....	.....	1
Lake.....	25	.....	4	29
Lassen.....	63	.....	4	67
Los Angeles.....	434	3	.....	437
Marin.....	204	.....	.....	204
Mariposa.....	11	.....	.....	11
Mendocino.....	6	.....	.....	6
Merced.....	67	.....	.....	67
Mono.....	.....	.....	.....	.....
Monterey.....	109	.....	.....	109
Napa.....	150	2	.....	152
Nevada.....	341	.....	1	342
Placer.....	39	2	.....	41
Plumas.....	21	.....	.....	21
Sacramento.....	697	11	.....	708
San Bernardino.....	29	.....	.....	29
San Diego.....	114	.....	.....	114
San Francisco.....	5,285	141	.....	5,426
San Joaquin.....	144	.....	.....	144
San Luis Obispo.....	53	.....	.....	53
San Mateo.....	252	.....	.....	252
Santa Barbara.....	185	.....	.....	185
Santa Clara.....	923	.....	.....	923
Santa Cruz.....	226	.....	.....	226
Shasta.....	15	.....	18	33
Sierra.....	5	.....	.....	5
Siskiyou.....	61	.....	.....	61
Solano.....	439	.....	.....	439
Sonoma.....	256	.....	2	258
Stanislaus.....	34	.....	.....	34
Sutter.....	6	2	.....	8
Tehama.....	47	.....	.....	47
Trinity.....	20	2	.....	22
Tulare.....	111	.....	.....	111
Tuolumne.....	133	11	1	145
Ventura.....	38	.....	.....	38
Yolo.....	92	.....	.....	92
Yuba.....	282	8	.....	290
Totals.....	12,291	183	33	12,507

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE NOT ATTENDED SCHOOL AT ANY TIME DURING THE SCHOOL YEAR OF 1872.			
	White.	Negro.	Indian.	Totals.
Alameda	1,597	14	7	1,618
Alpine	484	20	4	508
Amador	570	9	56	635
Butte	546	4	2	552
Calaveras	423	1	28	452
Colusa	520	4	11	535
Contra Costa	38	2	9	49
Del Norte	517	23	17	557
El Dorado	286	12	42	340
Fresno	500	2	36	538
Humboldt	48	3	.....	51
Inyo	182	.....	.....	182
Kern	49	.....	62	111
Klamath	168	.....	12	180
Lake	115	.....	1	116
Lassen	2,723	31	115	2,869
Los Angeles	312	1	6	319
Marin	281	3	23	307
Mariposa	513	11	149	673
Mendocino	109	6	2	117
Merced	20	.....	2	22
Mono	1,156	11	17	1,184
Monterey	424	3	14	441
Napa	659	7	7	673
Nevada	346	5	11	362
Placer	180	.....	2	182
Plumas	956	21	11	988
Sacramento	524	5	1	530
San Bernardino	250	10	104	364
San Diego	5,438	39	18	5,495
San Francisco	616	41	.....	657
San Joaquin	681	3	10	694
San Luis Obispo	488	.....	3	491
San Mateo	1,038	2	17	1,057
Santa Barbara	1,361	22	5	1,388
Santa Clara	700	5	.....	705
Santa Cruz	189	1	90	280
Shasta	88	.....	.....	88
Sierra	609	.....	39	648
Siskiyou	424	11	5	440
Solano	853	13	64	930
Sonoma	214	6	.....	220
Stanislaus	187	1	4	192
Sutter	364	12	33	409
Tehama	102	6	43	151
Trinity	242	6	8	256
Tulare	445	8	2	455
Tuolumne .....	.....	.....	.....	.....
Ventura	325	12	8	345
Yolo	406	3	15	424
Yuba .....	.....	.....	.....	.....
Totals	29,266	399	1,115	30,780

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF CHILDREN BETWEEN FIVE AND FIFTEEN YEARS OF AGE WHO HAVE NOT ATTENDED SCHOOL AT ANY TIME DURING THE SCHOOL YEAR OF 1873.			
	White.	Negro.	Indian.	Totals.
Alameda	1,489	5	11	1,505
Alpine	33	.....	.....	33
Amador	466	4	6	476
Butte	548	15	38	601
Calaveras	476	4	14	494
Colusa	363	18	12	393
Contra Costa	595	7	9	611
Del Norte	36	2	9	47
El Dorado	430	14	10	454
Fresno	372	7	28	407
Humboldt	527	3	34	564
Inyo	76	.....	.....	76
Kern	305	1	14	320
Klamath	59	.....	44	103
Lake	254	1	4	259
Lassen .....	.....	.....	.....	.....
Los Angeles	2,697	34	41	2,772
Marin	297	3	8	308
Mariposa	318	5	23	346
Mendocino	474	.....	113	587
Merced	206	1	1	208
Mono	16	.....	.....	16
Monterey	1,330	8	4	1,342
Napa	435	4	6	445
Nevada	660	4	6	670
Placer	367	3	9	379
Plumas	174	.....	5	179
Sacramento	843	11	6	860
San Bernardino	523	3	19	545
San Diego	512	16	55	583
San Francisco	5,030	.....	.....	5,030
San Joaquin	322	2	.....	324
San Luis Obispo	712	1	11	724
San Mateo	672	.....	.....	672
Santa Barbara	823	1	10	834
Santa Clara	1,583	12	6	1,601
Santa Cruz	669	9	3	681
Shasta	318	2	64	384
Sierra	168	2	.....	170
Siskiyou	559	5	44	608
Solano	621	4	12	637
Sonoma	1,111	8	38	1,157
Stanislaus	360	8	.....	368
Sutter	228	5	4	237
Tehama	311	6	14	331
Trinity	115	.....	47	162
Tulare	408	28	9	445
Tuolumne	363	5	5	373
Ventura	292	.....	.....	292
Yolo	371	16	11	398
Yuba	370	16	25	411
Totals	30,287	303	832	31,422

TABLE No. 1.—Continued.

COUNTIES.	NUMBER MONGOLIAN CHILDREN UNDER FIFTEEN YEARS OF AGE.		NUMBER MONGOLIAN CHILDREN, BETWEEN FIVE AND FIFTEEN YEARS OF AGE, ATTENDING SCHOOL.	
	1872.	1873.	1872.	1873.
Alameda.....	66	113	18	.....
Alpine.....	.....	.....	.....	.....
Amador.....	.....	7	.....	2
Butte.....	24	71	.....	.....
Calaveras.....	1	14	1	.....
Colusa.....	.....	.....	.....	.....
Contra Costa.....	1	2	.....	.....
Del Norte.....	1	.....	.....	.....
El Dorado.....	29	24	.....	.....
Fresno.....	.....	1	.....	.....
Humboldt.....	1	6	.....	.....
Inyo.....	.....	.....	.....	.....
Kern.....	2	1	.....	.....
Klamath.....	.....	.....	.....	.....
Lake.....	.....	.....	.....	.....
Lassen.....	.....	.....	.....	.....
Los Angeles.....	.....	24	10	.....
Marin.....	3	4	.....	.....
Mariposa.....	13	14	.....	2
Mendocino.....	1	.....	.....	.....
Merced.....	2	4	.....	.....
Mono.....	.....	.....	.....	.....
Monterey.....	.....	12	.....	.....
Napa.....	.....	.....	.....	4
Nevada.....	2	11	.....	.....
Placer.....	17	20	.....	2
Plumas.....	11	8	1	3
Sacramento.....	69	101	.....	.....
San Bernardino.....	.....	.....	.....	.....
San Diego.....	.....	4	.....	.....
San Francisco.....	267	486	.....	208
San Joaquin.....	.....	20	.....	11
San Luis Obispo.....	5	.....	.....	.....
San Mateo.....	1	.....	.....	2
Santa Barbara.....	.....	4	.....	.....
Santa Clara.....	13	18	.....	7
Santa Cruz.....	.....	1	.....	.....
Shasta.....	13	.....	.....	.....
Sierra.....	10	5	1	1
Siskiyou.....	7	5	5	8
Solano.....	8	.....	.....	.....
Sonoma.....	5	17	2	7
Stanislaus.....	.....	1	.....	.....
Sutter.....	.....	.....	.....	.....
Tehama.....	7	6	.....	.....
Trinity.....	21	21	.....	.....
Tulare.....	4	.....	.....	.....
Tuolumne.....	16	14	.....	4
Ventura.....	.....	3	.....	.....
Yolo.....	2	4	.....	1
Yuba.....	34	21	.....	.....
Totals.....	656	1,067	38	262

TABLE No. 1—Continued.

COUNTIES.	NUMBER OF DEAF AND DUMB CHILDREN BETWEEN FIVE AND TWENTY-ONE YEARS OF AGE.		NUMBER OF BLIND CHILDREN BETWEEN FIVE AND TWENTY-ONE Y'RS OF AGE.	
	1872.	1873.	1872.	1873.
Alameda	54	6	33	.....
Alpine.....	.....	.....	.....	.....
Amador.....	.....	.....	.....	.....
Butte.....	1	1	.....	.....
Calaveras.....	2	1	1	.....
Colusa.....	.....	.....	.....	.....
Contra Costa.....	1	1	.....	1
Del Norte.....	.....	1	.....	.....
El Dorado.....	1	.....	.....	.....
Fresno .....	.....	.....	.....	.....
Humboldt.....	.....	1	.....	1
Inyo .....	.....	.....	.....	.....
Kern .....	.....	.....	.....	.....
Klamath .....	.....	.....	.....	.....
Lake .....	.....	.....	1	.....
Lassen .....	.....	.....	.....	.....
Los Angeles.....	4	2	6	1
Marin .....	.....	.....	.....	1
Mariposa	1	1	1	1
Mendocino .....	.....	.....	1	.....
Merced.....	.....	.....	.....	.....
Mono .....	.....	.....	.....	.....
Monterey	3	1	.....	.....
Napa	2	2	.....	.....
Nevada .....	.....	.....	.....	.....
Placer.....	.....	.....	2	1
Plumas .....	.....	.....	.....	.....
Sacramento	3	3	1	.....
San Bernardino	3	.....	.....	.....
San Diego .....	.....	.....	.....	.....
San Francisco .....	.....	.....	.....	.....
San Joaquin .....	.....	3	.....	.....
San Luis Obispo .....	.....	1	.....	.....
San Mateo	1	1	.....	.....
Santa Barbara	3	1	1	1
Santa Clara	4	.....	.....	.....
Santa Cruz.....	.....	.....	.....	.....
Shasta	1	.....	2	.....
Sierra.....	.....	1	.....	.....
Siskiyou	1	1	.....	.....
Solano.....	1	1	3	.....
Sonoma.....	.....	1	.....	1
Stanislaus.....	1	.....	.....	.....
Sutter	1	1	.....	.....
Tehama.....	1	.....	.....	.....
Trinity .....	.....	.....	.....	.....
Tulare .....	.....	.....	.....	.....
Tuolumne.....	.....	.....	.....	.....
Ventura.....	.....	.....	.....	.....
Yolo .....	.....	2	.....	1
Yuba.....	1	.....	3	.....
Totals.....	89	33	55	9

TABLE No. 2.

Statistics from reports of Public School Teachers.

COUNTIES.	WHOLE NUMBER OF BOYS ENROLLED.		WHOLE NUMBER OF GIRLS ENROLLED.		TOTAL NUMBER ENROLLED.	
	1872.	1873.	1872.	1873.	1872.	1873.
Alameda	2,194	2,421	2,263	2,365	4,457	4,786
Alpine	35	40	31	34	66	74
Amador	723	816	715	803	1,438	1,619
Butte	1,023	1,157	894	1,079	1,917	2,236
Calaveras	771	891	728	768	1,499	1,659
Colusa	608	741	568	583	1,176	1,324
Contra Costa	1,027	1,089	897	947	1,924	2,036
Del Norte	144	158	125	145	269	303
El Dorado	849	919	798	834	1,647	1,753
Fresno	251	326	254	322	505	648
Humboldt	882	971	718	795	1,600	1,766
Inyo	100	105	70	126	170	231
Kern	122	182	111	168	233	350
Klamath	51	78	57	72	108	150
Lake	419	448	394	408	813	856
Lassen	139	193	143	204	282	397
Los Angeles	1,322	1,669	1,147	1,450	2,469	3,119
Marin	471	559	437	499	908	1,058
Mariposa	286	339	293	315	579	654
Mendocino	821	952	734	905	1,555	1,857
Merced	353	368	305	339	658	707
Mono	39	41	18	31	57	72
Monterey	1,048	1,110	693	1,049	1,741	2,159
Napa	701	902	771	780	1,472	1,682
Nevada	1,622	1,796	1,389	1,701	3,011	3,497
Placer	831	923	857	873	1,688	1,796
Plumas	312	357	272	311	584	668
Sacramento	2,606	2,468	2,414	2,386	5,020	4,854
San Bernardino	594	531	476	486	1,070	1,017
San Diego	333	356	294	299	627	655
San Francisco	11,314	13,925	10,003	11,573	21,317	25,498
San Joaquin	2,286	2,060	2,169	2,138	4,455	4,198
San Luis Obispo	335	463	258	407	593	870
San Mateo	565	643	442	523	1,007	1,166
Santa Barbara	598	444	494	366	1,092	810
Santa Clara	2,486	2,670	2,097	2,330	4,583	5,000
Santa Cruz	1,159	1,301	1,057	1,069	2,216	2,370
Shasta	385	509	354	447	739	956
Sierra	431	458	433	468	864	926
Siskiyou	843	963	742	786	1,585	1,749
Solano	1,599	1,819	1,290	1,541	2,889	3,360
Sonoma	2,132	2,437	2,011	2,512	4,143	4,949
Stanislaus	657	672	594	595	1,251	1,267
Sutter	672	707	583	639	1,255	1,346
Tehama	401	438	347	426	748	864
Trinity	172	201	141	167	313	368
Tulare	552	603	519	564	1,071	1,167
Tuolumne	696	666	592	582	1,288	1,248
Ventura .....	.....	342	.....	371	.....	613
Yolo	904	1,011	814	883	1,718	1,894
Yuba	900	1,109	1,150	882	2,050	1,991
Totals	49,764	56,247	44,956	51,346	94,720	107,593

TABLE No. 2—Continued.

COUNTIES.	AVERAGE NUMBER BELONGING.		AVERAGE DAILY ATTENDANCE.		PERCENTAGE OF ATTENDANCE ON AVERAGE NUMBER BELONGING.	
	1872.	1873.	1872.	1873.	1872.	1873.
Alameda	3,408	3,593	3,140	3,293	92.13	91.65
Alpine.....	22	62	20	45	90.90	70.33
Amador.....	1,094	1,174	1,000	1,057	91.40	90.01
Butte.....	1,590	1,574	1,398	1,424	87.98	90.27
Calaveras	1,118	1,057	996	934	89.08	88.36
Colusa	963	877	850	727	88.27	82.89
Contra Costa.....	1,324	1,295	1,173	966	88.59	74.59
Del Norte.....	212	243	194	209	91.50	86.01
El Dorado.....	1,459	1,305	1,292	1,164	87.86	89.19
Fresno.....	339	431	321	381	94.69	88.40
Humboldt.....	981	1,021	870	926	89.70	90.69
Inyo.....	121	171	106	148	87.60	86.55
Kern.....	159	223	139	203	87.42	91.04
Klamath.....	88	124	76	115	86.36	92.74
Lake.....	591	677	471	514	79.69	75.92
Lassen.....	228	341	207	312	90.78	94.49
Los Angeles.....	1,674	1,980	1,515	1,801	90.32	90.96
Marin.....	649	657	560	581	87.82	88.43
Mariposa	478	540	417	471	87.07	87.22
Mendocino	404	1,554	331	1,340	81.43	86.23
Merced.....	452	465	401	419	88.71	90.11
Mono.....	49	56	41	45	83.67	80.36
Monterey.....	1,362	1,512	1,329	1,343	97.57	88.27
Napa.....	1,260	1,246	1,129	1,109	89.60	89.
Nevada	2,152	2,325	1,927	2,045	89.49	87.96
Placer.....	1,288	1,287	1,132	1,114	87.81	86.56
Plumas.....	423	470	383	420	90.53	89.36
Sacramento.....	3,347	3,088	2,333	2,747	69.70	88.96
San Bernardino.....	682	744	593	669	86.95	89.92
San Diego.....	453	439	386	383	85.20	87.25
San Francisco.....	19,525	19,720	18,271	18,530	93.	93.97
San Joaquin.....	3,741	3,916	3,609	3,629	95.66	92.68
San Luis Obispo.....	446	635	388	564	86.99	88.82
San Mateo.....	750	799	671	688	89.46	86.11
Santa Barbara.....	691	402	617	358	89.29	89.55
Santa Clara.....	3,038	3,249	2,672	2,919	88.	89.84
Santa Cruz.....	1,402	1,554	1,230	1,309	87.73	84.23
Shasta.....	620	746	569	680	91.77	91.15
Sierra.....	788	696	711	612	90.22	87.93
Siskiyou.....	1,351	1,445	1,202	1,296	88.95	89.69
Solano.....	2,395	2,150	2,194	1,964	91.60	91.81
Sonoma	2,903	4,135	2,583	3,502	82.80	84.89
Stanislaus.....	971	897	847	792	87.22	88.32
Sutter.....	881	921	782	806	88.76	87.51
Tehama.....	458	595	396	526	83.24	88.40
Trinity.....	284	246	259	227	91.	92.28
Tulare.....	896	813	801	710	89.36	87.33
Tuolumne.....	865	917	771	841	87.	91.74
Ventura.....	.....	392	.....	348	.....	88.78
Yolo.....	1,204	1,177	1,168	1,042	97.06	89.38
Yuba.....	1,393	1,357	1,229	1,213	88.22	89.38
Totals.....	72,972	78,395	65,700	69,461	90.03	88.60
Average.....	.....	.....	.....	.....	.....	.....

TABLE No. 3.

SHOWING, FOR THE SCHOOL YEAR ENDING JUNE 30TH, 1873, THE NUMBER OF
CENSUS CHILDREN, THE NUMBER OF CHILDREN ENROLLED AND
ATTENDING SCHOOL, THE NUMBER OF TEACHERS EM-
PLOYED, AND THE CURRENT EXPENSES.

Mendocino.....	1	331	271	311	228	4	4,166 27
Merced.....	4	234	197	285	179	5	4,040 79
Mono.....							
Monterey.....	3	523	355	406	231	6	4,656 83
Napa.....	1	585	361	326	265	6	6,157 67
Nevada.....	12	2,562	1,890	2,175	1,480	29	29,613 51
Placer.....	1	61	44	41	35	1	1,101 77
Plumas.....	2	158	135	139	99	2	2,169 84
Sacramento.....	5	3,618	2,941	3,046	1,891	45	63,317 28
San Bernardino.....	1	142	68	60	39	1	889 00
San Diego.....							
San Francisco.....	12	34,489	24,214	25,498	19,720	506	579,461 62
San Joaquin.....	5	1,909	1,486	2,183	2,022	30	27,539 40
San Luis Obispo.....	2	597	260	270	184	5	3,840 08
San Mateo.....	4	788	439	470	325	8	7,485 87
Santa Barbara.....	2	1,063	446	545	255	6	6,907 16
Santa Clara.....	8	3,800	2,254	2,906	1,871	43	44,307 69
Santa Cruz.....	4	1,551	1,045	1,511	920	22	15,392 10
Shasta.....	1	50	19	24	16	1	561 75
Sierra.....	2	201	174	218	167	4	3,769 38
Siskiyou.....							
Solano.....	3	1,881	1,190	1,575	1,013	9	27,252 01
Sonoma.....	4	1,291	883	1,072	863	14	11,303 30
Stanislaus.....	1	78	66	69	43	1	1,094 91
Sutter.....							
Tehama.....							
Trinity.....							
Tulare.....							
Tuolumne.....	1	107	78	46	36	1	846 51
Ventura.....	2	475	289	327	171	5	4,512 97
Yolo.....	4	351	240	251	163	5	4,757 31
Yuba.....	2	1,199	764	989	565	13	13,283 51
Totals.....	135	68,601	46,309	52,144	37,954	915	\$994,803 16

TABLE No. 3—Continued.

COUNTIES.		FOR DISTRICTS MAINTAINING A NINE MONTHS' SCHOOL.						
		Number of districts.	Number of census children.	No. of census children enrolled in public schools.	Total number of children enrolled in public schools.	Average number belonging to public schools.	Number of teachers employed.	Current expenses.
Alameda.....		5	434	296	329	203	5	\$4,352 72
Alpine.....								
Anaador.....		2	182	146	166	123	3	1,463 58
Butte.....		3	434	306	324	207	5	4,761 86
Calaveras.....								
Colusa.....		2	304	216	254	161	5	5,676 08
Contra Costa.....								
Del Norte.....								
El Dorado.....		1	108	94	109	74	1	1,309 99
Fresno.....		1	19	10	20	11	1	687 80
Humboldt.....		1	25	23	35	25	1	480 35
Inyo.....								
Kern.....		3	127	77	86	58	3	1,881 47
Klamath.....								
Lake.....		2	185	103	122	91	2	1,823 01
Lassen.....		1	45	45	47	42	2	609 93
Los Angeles.....		5	2,748	1,224	1,338	899	13	15,809 43
Marin.....		1	34	34	32	26	1	834 63
Mariposa.....		2	237	170	210	147	3	2,833 75
Mendocino.....								
Merced.....		4	208	128	136	87	4	2,783 47
Mono.....								
Monterey.....		5	610	302	304	218	8	5,875 14
Napa.....		4	287	233	287	187	6	4,181 87
Nevada.....		7	633	528	542	388	9	7,041 87
Placer.....		5	594	501	517	370	8	6,798 71
Plumas.....		2	104	78	106	69	2	1,329 59
Sacramento.....		13	604	525	634	412	13	9,456 33
San Bernardino.....		1	80	34	50	27	1	603 00

San Diego.....	2	497	290	302	205	4	4,833 58
San Francisco.....							
San Joaquin.....	1	164	81	82	69	2	902 99
San Luis Obispo							
San Mateo.....							
Santa Barbara.....	1	230	113	197	79	2	1,367 26
Santa Clara	3	228	128	178	83	4	2,450 38
Santa Cruz	1	44	28	31	17	1	412 80
Shasta	3	187	167	182	139	3	2,891 70
Sierra	1	380	293	293	219	3	4,363 75
Siskiyou.....	3	220	179	245	151	5	3,633 35
Solano	2	441	338	348	273	4	1,641 31
Sonoma.....	2	87	67	67	462	2	1,386 35
Stanislaus	1	41	34	48	27	1	714 00
Sutter							
Tehama							
Trinity.....	1	126	67	62	40	1	1,283 74
Tulare.....	3	809	501	469	375	7	5,052 26
Tuolumne	1	89	28	43	21	1	674 65
Ventura	5	230	201	241	156	5	4,193 74
Yolo.....							
Yuba							
Totals.....	100	11,775	7,598	8,433	6,141	141	\$106,996 44

TABLE No. 3—Continued.

COUNTIES.	FOR DISTRICTS MAINTAINING AN EIGHT MONTHS' SCHOOL.						
	Number of districts.	Number of census children.	No. of census children enrolled in public schools.	Total number of children enrolled in public schools.	Average number belonging to public schools.	Number of teachers employed.	Current expenses.
Alameda	9	583	447	423	309	9	\$5,759 05
Alpine.....	1	43	28	26	18	1	772 50
Amador.....	8	931	651	604	452	11	7,711 55
Butte.....	6	870	653	816	570	13	9,527 07
Calaveras	6	494	398	472	310	8	4,123 61
Colusa	13	659	487	509	308	13	9,881 72
Contra Costa.....	14	1,165	876	954	607	19	11,593 33
Del Norte	1	173	163	129	106	3	1,736 40
El Dorado	1	58	44	57	38	1	765 98
Fresno	4	355	166	195	140	5	4,448 62
Humboldt.....	12	864	639	776	465	14	9,638 65
Inyo.....	1	40	18	24	10	1	838 25
Kern.....	3	172	112	97	76	3	2,017 20
Klamath	12	603	482	574	454	12	8,518 29
Lake.....	4	269	231	133	119	6	2,479 86
Lassen.....	4	461	186	230	118	4	3,059 77
Los Angeles.....	12	599	484	507	332	12	8,462 31
Marin.....	28	1,667	1,260	1,293	1,127	29	18,486 48
Mariposa.....	4	92	80	81	58	4	2,479 33
Mendocino	7	809	489	501	293	8	5,332 91
Merced	5	237	166	192	130	5	2,589 41
Mono	6	330	236	272	187	6	3,904 82
Monterey	14	703	565	587	434	14	9,140 06
Napa	4	230	164	202	142	5	3,181 31
Nevada	16	480	394	491	321	17	7,768 49
Placer	8	223	123	119	82	3	1,864 98
Plumas							
Sacramento.....							
San Bernardino							

San Diego.....	2	193	64	65	41	2	1,753 91
San Francisco.....	59	2,515	2,472	1,319	1,730	81	63,401 08
San Joaquin.....	2	135	93	107	78	2	1,102 63
San Luis Obispo.....	5	584	271	331	183	8	5,362 16
San Mateo.....	3	427	164	183	97	3	2,248 59
Santa Barbara.....	21	1,406	934	962	621	22	14,079 56
Santa Clara.....	5	276	191	203	127	5	3,096 02
Santa Cruz.....	2	185	162	177	129	2	2,274 23
Shasta.....	11	456	357	394	290	11	7,326 82
Sierra.....	4	205	152	152	120	4	1,711 57
Siskiyou.....	16	991	780	938	589	19	14,283 59
Solano.....	13	1,204	901	905	625	15	10,211 40
Sonoma.....	9	615	494	463	319	10	6,875 78
Stanislaus.....	22	800	638	817	564	22	15,366 64
Sutter.....	4	499	326	366	272	8	5,840 63
Tehama.....	4	364	265	271	173	5	3,567 54
Trinity.....	3	452	291	402	264	5	3,362 57
Tulare.....	4	322	250	260	196	5	2,224 40
Tuolumne.....	2	126	98	116	52	2	1,668 28
Ventura.....	13	967	726	867	532	17	13,569 83
Yolo.....							
Yuba.....							
Totals	402	25,832	18,121	20,062	14,218	474	\$331,329 18

TABLE No. 3—Continued.

FOR DISTRICTS MAINTAINING A SEVEN MONTHS' SCHOOL.

COUNTIES.	Number of districts.	Number of census children.	No. of census children enrolled in public schools.	Total number of children enrolled in public schools.	Average number belonging to public schools.	Number of teachers employed.	Current expenses.
Alameda.....	3	165	93	109	58	3	\$1,452 43
Alpine.....	4	240	175	191	138	5	2,156 67
Amador.....	8	416	294	327	229	8	4,215 45
Butte.....	2	154	123	103	71	2	930 00
Calaveras.....	6	235	158	190	134	6	3,936 27
Colusa.....	5	323	249	276	190	5	2,976 73
Contra Costa.....							
Del Norte.....							
El Dorado ..	5	353	260	222	175	5	2,549 25
Fresno.....	4	201	121	158	98	5	3,232 87
Humboldt.....	6	282	174	234	124	6	3,191 91
Inyo.....	2	89	68	87	42	2	2,269 84
Kern							
Klamath.....	1	64	46	47	41	1	615 34
Lake	3	186	157	193	157	4	2,593 95
Lassen.....	2	174	146	169	110	3	1,668 39
Los Angeles.....	1	48	34	28	15	1	653 00
Marin.....	1	152	103	91	88	2	1,129 87
Mariposa.....	1	48	23	25	19	1	395 15
Mendocino ..	2	111	93	93	71	2	1,802 25
Merced.....	1	27	24	24		1	349 50
Mono.....	9	821	494	519	362	10	5,353 49
Monterey ..	6	179	144	184	119	6	2,803 86
Napa.....	3	153	147	162	99	3	1,891 16
Nevada	9	350	257	245	171	9	4,381 83
Placer.....	3	54	46	79	52	3	924 71
Plumas	11	430	363	416	276	11	6,451 31
Sacramento.....	3	436	299	317	239	6	3,122 87
San Bernardino.....							

	4	205	79	118	81	4	2,372 40
San Diego.....							758 53
San Francisco.....							1,488 41
San Joaquin.....	1	86	60	60	41	1	570 37
San Luis Obispo.....	2	106	62	64	41	2	5,069 39
San Mateo.....	1	86	22	22	15	1	1,383 86
Santa Barbara.....	10	623	419	432	248	10	5,060 87
Santa Clara.....	3	145	98	106	72	3	491 00
Santa Cruz.....	5	349	257	320	235	7	2,578 35
Shasta.....	1	11	8	26	14	1	4,043 60
Sierra.....	1	252	176	183	161	6	1,874 32
Siskiyou.....	6	290	226	298	182	7	1,780 90
Solano.....	7	714	581	367	513	15	4,190 18
Sonoma.....	13	163	154	109	76	3	684 14
Stanislaus.....	3	90	83	118	71	3	454 65
Sutter.....	3	360	272	299	178	7	2,145 69
Tehama.....	6	69	36	43	28	1	546 54
Trinity.....	1	50	35	43	33	1	6,179 95
Tulare.....	1	325	286	315	181	5	1,617 46
Tuolumne.....	5	77	60	56	36	1	
Ventura.....	1	319	261	314	196	10	
Yolo.....	10	151	124	166	104	4	
Yuba.....	4						
Totals.....	188	10,162	7,390	8,138	5,584	202	\$110,964 79

TABLE No. 3—Continued.

FOR DISTRICTS MAINTAINING A SIX MONTHS' SCHOOL.

COUNTIES.

	Number of districts.	Number of census children.	No. of census children enrolled in public schools.	Total number of children enrolled in public schools.	Average number belonging to public schools.	Number of teachers employed.	Current expenses.
Alameda	2	95	70	60	45	2	\$1,014 70
Alpine	1	32	18	26	17	1	674 75
Amador	1	16	15	15	12	1	256 00
Butte	6	233	193	209	147	6	3,035 93
Calaveras	7	385	289	335	188	8	3,344 83
Colusa	1	38	30	31	24	1	590 11
Contra Costa	6	275	195	214	123	6	2,052 65
Del Norte	1	48	46	60	51	1	314 10
El Dorado	4	180	150	155	121	4	1,374 25
Fresno	3	104	65	70	46	3	1,567 10
Humboldt	2	50	38	62	28	2	605 85
Inyo	1	80	54	68	37	1	1,083 79
Kern	1	29	15	15	14	1	511 27
Klamath							
Lake	1	30	15	16	13	1	275 00
Lassen							
Los Angeles	4	276	162	177	97	4	1,976 49
Mariposa	2	70	39	37	18	2	972 24
Mariposa	4	163	102	123	109	4	1,974 44
Mendocino							
Merced	1	55	37	38	19	1	336 70
Monterey	2	49	45	45		2	869 00
Monterey	1	84	64	80	53	1	590 57
Napa	5	130	126	125	89	5	1,807 25
Nevada	5	177	147	155	107	5	2,100 44
Placer	8	356	303	325	217	9	4,093 27
Plumas	2	39	24	30	22	2	869 57
Sacramento	4	111	85	116	70	4	1,742 15
San Bernardino	2	219	153	193	152	2	1,123 02

San Diego.....	4	181	84	89	46	4	2,465 11
San Francisco	1	22	22	22	20	1	305 00
San Joaquin	3	204	75	84	59	3	1,742 32
San Luis Obispo.....	6	428	239	255	199	6	3,227 41
San Mateo							
Santa Barbara.....	4	252	196	208	135	5	2,314 83
Santa Clara	4	155	97	106	70	4	1,366 89
Santa Cruz	3	181	95	83	71	3	1,313 97
Shasta	3	64	50	57	47	3	1,109 50
Sierra	7	313	216	222	193	7	3,336 06
Siskiyou	4	101	84	112	69	4	1,813 72
Solano	23	958	719	763	627	25	9,509 39
Sonoma	9	373	252	255	194	9	4,290 93
Stanislaus	4	224	183	239	159	5	2,735 72
Sutter	1	38	20	19	17	1	221 12
Tehama							
Trinity.....	5	270	222	148	120	5	1,686 19
Tulare							
Tuolumne.....	1	31	22	27	17	1	210 82
Ventura	6	143	116	132	86	6	2,856 61
Yolo	8	443	324	357	274	10	3,807 81
Yuba							
Totals.....	173	7,748	5,499	5,058	4,922	181	\$79,469 87

TABLE No. 3—Continued.

FOR DISTRICTS MAINTAINING A FIVE MONTHS' SCHOOL.

COUNTIES.	Number of districts.	Number of census children.	No. of census children enrolled in public schools.	Total number of children enrolled in public schools.	Average number belonging to public schools.	Number of teachers employed.	Current expenses.
Alameda	2	79	48	48	34	2	\$851 95
Alpine	1	23	21	22	19	1	253 13
Amador	5	239	174	174	137	5	1,730 26
Butte	10	331	252	271	183	10	3,445 81
Calaveras	5	321	216	234	173	5	1,717 37
Colusa	5	197	155	155	114	5	2,298 35
Contra Costa	3	123	94	94	63	2	1,141 08
Del Norte	4	110	71	101	74	4	1,186 29
El Dorado	8	401	290	298	223	8	2,354 66
Fresno	3	97	73	59	37	3	1,272 80
Humboldt	1	38	26	14	13	1	330 45
Layo							
Kern	1	81	36	40	24	1	750 73
Klamath							
Lake	2	83	49	56	44	2	611 00
Lassen	1	32	32	10	10	1	218 50
Los Angeles	7	713	304	301	221	7	3,408 56
Marin	1	28	15	18	9	1	460 79
Mariposa	1	74	31	39	20	1	349 19
Mendocino	5	181	129	127	90	5	2,279 65
Merced	3	89	70	94	50	3	1,159 50
Mono							
Monterey	4	354	240	288	246	6	2,502 81
Napa	4	314	249	251	207	6	3,518 31
Nevada	3	192	127	133	105	4	1,364 86
Placer	1	36	27	24	16	1	203 21
Pumas	1	17	12	19	17	1	383 25
Sacramento	2	56	46	40	32	2	704 57
San Bernardino	3	173	142	147	111	3	1,059 90

	1	15	10	9	6	1	356 50
San Diego							
San Francisco							
San Joaquin							
San Luis Obispo	3	115	75	80	48	3	1,035 28
San Mateo	1	24	14	15	14	1	308 50
Santa Barbara	1	130	55	60	35	3	1,092 25
Santa Clara	4	237	185	154	107	4	1,728 12
Santa Cruz	4	173	105	118	77	4	1,245 20
Shasta	3	156	128	110	99	3	1,114 28
Sierra	1	28	20	20	17	1	270 00
Siskiyou	9	380	260	265	218	9	3,860 58
Solano	3	87	70	91	66	3	1,260 29
Sonoma	8	271	230	230	197	8	2,452 46
Stanislaus	5	206	159	173	117	5	2,525 79
Sutter	1	15	12	16	12	1	388 75
Tehama	3	108	68	66	48	3	1,066 09
Trinity	1	22	6	8	7	1	280 11
Tulare	5	229	149	168	113	5	2,911 50
Tuolumne	3	119	91	94	70	2	962 48
Ventura							
Yolo	2	102	78	82	44	2	1,054 98
Yuba	9	345	299	305	235	9	2,875 92
Totals	153	7,144	4,942	5,121	3,811	158	\$62,436 06

San Diego.....	2	82	28	34	24	2	656 76
San Francisco.....	2	43	41	57	45	2	525 00
San Joaquin.....	4	180	121	107	91	4	1,289 83
San Luis Obispo.....	2	47	29	31	27	2	689 10
San Mateo.....	3	133	79	62	48	3	845 98
Santa Barbara.....	2	104	80	82	68	2	992 52
Santa Clara.....	2	60	46	46	39	2	644 50
Santa Cruz.....	9	325	268	268	220	9	3,341 23
Shasta.....	1	37	21	33	22	1	465 77
Sierra.....	4	310	216	244	160	5	1,920 51
Siskiyou.....	2	77	44	33	27	2	613 56
Solano.....	2	29	28	37	26	1	454 54
Sonoma.....	4	140	94	95	65	4	1,671 40
Stanislaus.....	2	60	26	33	30	2	531 14
Sutter.....	3	228	140	132	87	3	1,854 20
Tehama.....	1	35	20	25	21	1	228 82
Trinity.....	1	31	22	27	17	1	210 82
Tulare.....	4	129	86	91	68	4	1,016 95
Tuolumne.....	97	3,817	2,619	2,792	2,145	99	\$31,574 27
Ventura.....							
Yolo.....							
Yuba.....							
Totals.....	97	3,817	2,619	2,792	2,145	99	\$31,574 27

San Diego.....	1	69	24	29	23	1	344 96
San Francisco.....	4	50	50	117	99	4	729 20
San Joaquin.....	4	158	91	80	65	4	1,007 44
San Luis Obispo							
San Mateo							
Santa Barbara.....	1	81	59	79	61	1	388 44
Santa Clara	2	43	26	41	27	2	279 25
Santa Cruz	6	202	143	138	125	6	1,046 61
Shasta	1	9	5	5	5	1	250 88
Sierra	16	491	325	325	280	16	2,969 83
Siskiyou.....	3	84	48	54	45	3	794 13
Solano	17	614	438	437	377	17	3,944 77
Sonoma.....	5	113	94	101	83	5	1,094 03
Stanislaus	3	91	67	71	52	3	660 75
Sutter	1	49	36	19	13	1	522 65
Tehama	1	15	13	13	8	1	74 88
Trinity.....	5	176	107	130	95	5	1,652 41
Tulare.....	1	42	18	9	8	1	224 34
Tuolumne	3	92	67	96	60	3	754 09
Ventura							
Yolo.....	3	89	71	60	50	3	552 84
Yuba.....							
Totals.....	142	4,424	2,840	3,127	2,481	142	\$32,729 38

TABLE No. 4.

Statement of financial statistics, showing the receipts, from all sources, school revenue, for the school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.

COUNTIES.	BALANCE ON HAND AT THE BEGINNING OF SCHOOL YEAR	
	1872.	1873.
Alameda	\$12,334 31	\$8,457
Alpine	675 21	662
Amador.....	3,881 38	5,719
Butte	3,502 18	9,688
Calaveras.....	1,830 20	1,648
Colusa.....	1,057 69	4,277
Contra Costa	3,921 69	2,229
Del Norte.....	616 14	310
El Dorado.....	1,873 38	2,163
Fresno	5,121 48	3,194
Humboldt.....	1,618 14	2,968
Inyo.....	1,028 21	2,011
Kern	1,176 31	3,161
Klamath	417 87	579
Lake	1,352 81	1,617
Lassen	348 32	1,024
Los Angeles.....	12,403 04	4,665
Marin	8,982 93	4,018
Mariposa.....	1,235 54	3,255
Mendocino.....	5,016 28	7,825
Merced.....	865 67	3,579
Mono.....	529 22	2,131
Monterey.....	4,449 32	3,365
Napa	4,834 71	6,538
Nevada.....	4,025 70	4,362
Placer.....	3,513 53	4,306
Plumas	1,349 40	2,308
Sacramento.....	3,309 38	37,890
San Bernardino.....	2,816 39	2,743
San Diego.....	4,132 20	4,203
San Francisco	56,157 73	48,736
San Joaquin	4,499 34	9,597
San Luis Obispo.....	4,348 72	4,149
San Mateo.....	2,795 42	4,114
Santa Barbara	4,147 18	2,786
Santa Clara.....	9,842 04	8,989
Santa Cruz.....	4,498 00	3,049
Shasta	5,079 67	5,619
Sierra.....	1,030 12	2,069
Siskiyou.....	1,899 12	2,555
Solano.....	6,802 97	5,617
Sonoma.....	7,675 85	4,563
Stanislaus	1,905 18	1,564
Sutter.....	1,887 58	2,620
Tehama.....	6,252 63	2,809
Trinity.....	789 89	1,163
Tulare.....	2,019 55	2,262
Tuolumne.....	1,612 67	2,138
Ventura.....		2,115
Yolo	1,492 54	6,368
Yuba	2,797 57	3,719
Totals.....	\$225,743 40	\$269,459 6

TABLE No. 4—Continued.

COUNTIES.	CASH RECEIVED FROM STATE APPORTIONMENT.	
	1872.	1873.
ameda	\$18,691 23	\$19,860 92
pine.....	406 39	348 94
nador	6,419 78	6,568 97
itte	8,254 06	8,322 95
alaveras.....	7,299 10	7,147 44
lusa.....	4,968 66	4,736 20
ontra Costa	8,386 45	8,042 15
el Norte	963 98	992 07
Dorado	7,667 97	7,531 57
esno.....	2,589 83	2,821 66
mboldt.....	5,557 89	5,987 33
yo.....	829 08	819 34
ern	1,313 09	1,409 33
amath.....	774 93	803 32
ke.....	3,065 10	3,143 62
ssen	1,390 03	1,375 66
s Angeles	16,493 29	18,520 92
arin.....	4,577 78	4,682 20
riposa.....	2,939 10	2,847 77
ndocino.....	7,582 12	7,754 29
arced.....	2,863 22	2,605 92
ono	240 91	252 81
onterey.....	10,445 57	10,778 43
apa	6,040 50	6,347 26
evada.....	13,284 77	13,132 35
acer	7,174 83	7,033 65
umas	2,091 04	2,183 20
ramento	18,318 22	17,841 36
n Bernardino.....	5,201 73	5,086 37
n Diego	4,695 94	4,663 65
n Francisco	95,245 02	99,202 48
n Joaquin	16,449 10	15,800 41
n Luis Obispo.....	4,465 94	4,450 81
n Mateo	5,636 18	5,881 26
nta Barbara	7,313 71	4,658 33
nta Clara	21,148 90	20,578 83
nta Cruz	8,856 46	8,565 79
asta	3,858 57	4,145 45
orra	3,619 62	3,288 87
kiyou	6,157 76	7,168 57
lano.....	12,966 46	12,290 10
oma.....	18,789 34	18,959 00
anislaus	4,916 52	4,728 03
tter.....	4,031 05	4,072 62
hama.....	3,145 07	3,490 14
inity	1,490 55	1,567 29
lare	4,758 26	4,811 31
olumne.....	6,149 81	6,048 06
ntura .....	.....	2,612 84
lo	6,930 11	6,684 39
iba	7,566 83	7,593 37
Totals.....	\$424,021 85	\$430,219 60

TABLE No. 4—Continued.

COUNTIES.	CASH RECEIVED FROM COUNTY TAXES.	
	1872.	1873.
Alameda	\$40,083 02	\$37,352 00
Alpine	1,164 04	2,007 40
Amador	9,156 49	11,924 13
Butte	20,789 82	14,542 53
Calaveras	3,050 60	9,388 83
Colusa	17,114 06	10,467 53
Contra Costa	9,068 32	11,323 13
Del Norte	1,274 99	2,901 13
El Dorado	6,179 80	8,187 54
Fresno	10,079 88	11,449 53
Humboldt	7,101 60	9,016 33
Inyo	2,612 23	4,211 00
Kern	7,030 86	6,865 83
Klamath	2,158 83	2,551 60
Lake	3,898 98	4,800 00
Lassen	1,633 35	2,197 23
Los Angeles	14,402 55	29,161 33
Marin	8,300 18	13,317 40
Mariposa	4,751 70	5,226 89
Mendocino	9,909 87	10,690 23
Merced	8,221 00	14,415 69
Mono	860 29	1,472 43
Monterey	14,401 50	18,584 00
Napa	11,319 10	15,261 40
Nevada	26,426 99	37,723 71
Placer	17,262 90	15,485 67
Plumas	6,044 74	7,252 32
Sacramento	43,395 95	49,709 31
San Bernardino	3,723 16	5,992 63
San Diego	4,683 33	9,573 94
San Francisco	440,497 76	452,050 63
San Joaquin	29,540 40	36,133 63
San Luis Obispo	6,099 48	6,879 60
San Mateo	9,085 46	14,597 90
Santa Barbara	7,480 14	7,538 11
Santa Clara	30,742 70	31,536 40
Santa Cruz	13,666 40	22,344 53
Shasta	4,076 95	7,197 12
Sierra	13,158 08	7,863 53
Siskiyou	10,649 80	21,675 13
Solano	20,381 80	44,391 50
Sonoma	21,635 97	38,357 80
Stanislaus	10,758 71	19,575 53
Sutter	6,441 00	7,000 00
Tehama	9,621 96	7,479 62
Trinity	2,615 95	4,282 44
Tulare	5,137 40	12,733 34
Tuolumne	5,634 09	8,022 00
Ventura		4,230 60
Yolo	15,338 21	18,909 00
Yuba	9,398 82	14,230 80
Totals	\$988,636 21	\$1,179,072 45

TABLE No. 4—Continued.

COUNTIES.	CASH RECEIVED FROM CITY AND DISTRICT TAXES.	
	1872.	1873.
Alameda	\$37,512 84	\$35,087 63
Alpine.....		
Amador.....		
Butte	114 36	788 33
Calaveras	1,078 60	1,112 64
Colusa		12,137 30
Contra Costa	7,632 30	17,001 11
Del Norte	93 00	259 41
El Dorado	2,384 69	3,348 50
Fresno		3,000 00
Humboldt.....	5,975 01	13,268 41
Inyo.....	1,040 72	624 10
Kern		
Klamath		
Lake.....	757 73	5,596 45
Lassen	1,863 71	3,235 40
Los Angeles.....	2,302 53	8,152 41
Marin.....	1,522 08	7,686 60
Mariposa		1,585 96
Mendocino.....	10,367 32	8,295 36
Merced	5,831 53	1,147 11
Mono		180 00
Monterey.....	2,861 80	5,146 38
Napa	7,891 28	4,576 07
Nevada	6,794 33	5,429 33
Placer	3,389 58	6,339 34
Plumas.....	2,956 93	740 60
Sacramento.....	52,199 12	57,172 08
San Bernardino.....	2,991 07	
San Diego		7,699 53
San Francisco		
San Joaquin	30,043 88	13,844 45
San Luis Obispo	22 64	232 00
San Mateo	861 80	4,968 50
Santa Barbara	697 43	262 80
Santa Clara	22,220 35	32,700 30
Santa Cruz	1,245 00	2,061 68
Shasta	1,580 29	2,061 49
Sierra.....		6,117 85
Siskiyou.....	2,837 34	2,041 75
Solano.....	12,874 13	16,150 47
Sonoma	12,035 73	6,531 64
Stanislaus		3,174 17
Sutter.....	4,730 00	19,980 90
Tehama	5,902 01	6,015 47
Trinity	761 46	
Tulare	1,077 62	4,617 23
Tuolumne		
Ventura		10,832 02
Yolo		14,041 25
Yuba	6,856 69	7,282 03
Totals	\$261,306 90	\$362,525 05

TABLE No. 4—Continued.

COUNTIES.	CASH RECEIVED FROM MISCELLANEOUS SOURCES.	
	1872.	1873.
Alameda.....	\$26,320 00	\$40,005 61
Alpine.....		
Amador.....	822 46	515 50
Butte.....	2,824 06	2,331 79
Calaveras.....	1,760 68	1,595 16
Colusa.....		42 00
Contra Costa....	3,811 08	2,072 46
Del Norte.....	12 50	
El Dorado.....	2,536 23	4,666 05
Fresno.....	465 27	
Humboldt.....	2,495 75	52 15
Inyo.....	383 89	4,100 00
Kern.....		
Klamath.....	110 00	
Lake.....		398 09
Lassen.....		516 22
Los Angeles.....	278 00	925 72
Marin.....	1,411 69	838 00
Mariposa.....	839 35	263 25
Mendocino.....	375 50	
Merced.....		40 00
Mono.....	103 00	
Monterey.....	850 66	117 00
Napa.....	2,404 49	180 00
Nevada.....	1,303 00	2,312 13
Placer.....	1,441 48	1,335 13
Plumas.....	2,298 09	247 00
Sacramento.....	3,894 90	1,201 37
San Bernardino.....	175 00	
San Diego.....		
San Francisco.....	125,098 44	130,992 16
San Joaquin.....	7,789 80	89,993 68
San Luis Obispo.....	359 80	923 30
San Mateo.....	140 30	412 18
Santa Barbara.....	6,187 12	
Santa Clara.....	9,708 61	9,929 61
Santa Cruz.....	174 00	
Shasta.....	507 00	2,486 60
Sierra.....	804 41	405 77
Siskiyou.....		448 25
Solano.....	10,130 71	2,766 53
Sonoma.....	3,269 92	1,267 86
Stanislaus.....		34 00
Sutter.....	2,301 93	607 26
Tehama.....	4,568 98	210 20
Trinity.....	828 26	55 91
Tulare.....	420 00	1,087 75
Tuolumne.....	544 50	
Ventura.....		
Yolo.....	481 69	659 09
Yuba.....	2,042 67	515 52
Totals.....	\$232,075 22	\$310,502 30

TABLE No. 4—Continued.

COUNTIES.	TOTAL RECEIPTS.	
	1872.	1873.
Alameda	\$134,941 40	\$140,763 98
Alpine.....	2,245 64	3,018 61
Amador.....	20,280 11	24,728 41
Butte.....	35,484 48	35,674 48
Calaveras.....	15,019 18	20,892 13
Colusa.....	23,140 41	31,660 83
Contra Costa	32,819 84	40,667 97
Del Norte.....	2,960 61	4,462 91
El Dorado.....	20,642 07	25,897 33
Fresno	18,256 46	20,465 65
Humboldt.....	22,748 39	31,293 05
Inyo	5,894 13	11,765 58
Kern.....	9,520 26	11,436 74
Klamath.....	3,461 63	3,934 62
Lake.....	9,069 62	15,555 60
Lassen	5,235 41	8,349 07
Los Angeles.....	45,879 41	61,426 13
Marin	24,794 66	30,542 66
Mariposa	9,765 69	13,179 47
Mendocino.....	33,251 09	34,565 72
Merced.....	17,781 42	21,788 53
Mono.....	1,733 42	4,036 18
Monterey.....	32,999 85	37,991 27
Napa.....	32,490 08	32,903 50
Nevada.....	51,834 79	62,959 92
Placer.....	32,782 32	34,500 73
Plumas.....	14,740 20	12,731 88
Sacramento.....	121,117 57	163,814 98
San Bernardino.....	14,907 35	13,822 43
San Diego.....	13,511 47	26,140 91
San Francisco	716,998 95	730,982 09
San Joaquin.....	88,322 52	165,370 15
San Luis Obispo.....	15,296 58	16,635 17
San Mateo.....	19,119 16	29,974 48
Santa Barbara.....	25,825 58	15,245 71
Santa Clara.....	93,662 60	103,684 40
Santa Cruz.....	28,439 86	36,021 53
Shasta.....	15,102 48	21,510 62
Sierra	18,612 23	19,745 54
Siskiyou.....	21,544 02	33,889 12
Solano.....	63,156 07	81,216 34
Sonoma	63,406 81	69,680 25
Stanislaus.....	17,560 41	29,076 28
Sutter.....	19,391 56	34,280 96
Tehama	29,490 65	20,004 51
Trinity	6,486 11	7,068 91
Tulare.....	13,412 83	25,511 71
Tuolumne.....	13,741 07	16,208 20
Ventura.....	.....	19,791 38
Yolo.....	24,242 55	46,657 70
Yuba.....	28,662 58	33,341 65
Totals.....	\$2,131,783 58	2,551,779 07

TABLE No. 4—Continued.

COUNTIES.	AMOUNT DRAWN FROM UNAP- PORTIONED COUNTY FUND TO PAY COUNTY BOARD OF EX- AMINATION, POSTAGE, BIND- ING, ETC.	
	1872.	1873.
Alameda.....	\$330 50	\$439 50
Alpine	62 50	71 00
Amador.....	396 75	511 25
Butte.....	270 88	299 30
Calaveras.....	438 80	388 34
Colusa	377 00	375 00
Contra Costa	142 59	332 25
Del Norte.....	11 00	117 05
El Dorado.....	190 00	176 75
Fresno	355 50	386 00
Humboldt.....	102 50	263 75
Inyo	17 50	44 00
Kern.....	39 00	197 75
Klamath.....	.....	50 00
Lake	103 75	224 00
Lassen.....	.....	10 00
Los Angeles.....	494 85	352 10
Marin	609 25	500 10
Mariposa.....	103 85	277 25
Mendocino	18 00	181 00
Merced.....	242 50	292 10
Mono.....	50 00	.....
Monterey	396 75	610 00
Napa.....	201 50	223 25
Nevada .....	.....	185 00
Placer	160 00	185 00
Plumas	33 44	43 50
Sacramento	802 00	562 50
San Bernardino	164 01	206 79
San Diego.....	28 75	122 00
San Francisco.....	.....	.....
San Joaquin.....	.....	275 00
San Luis Obispo.....	161 50	120 50
San Mateo.....	216 95	175 00
Santa Barbara.....	100 00	124 75
Santa Clara.....	614 00	408 00
Santa Cruz .....	.....	200 35
Shasta	71 00	99 00
Sierra.....	172 00	94 00
Siskiyou	236 00	239 00
Solano.....	506 50	305 00
Sonoma.....	363 00	327 00
Stanislaus.....	.....	436 00
Sutter	140 75	312 50
Tehama.....	271 00	409 00
Trinity	58 70	9 00
Tulare.....	75 00	337 50
Tuolumne.....	204 47	304 67
Ventura .....	.....	22 00
Yolo.....	250 00	341 00
Yuba.....	226 80	209 87
Totals	\$9,810 84	\$12,375 67

TABLE No. 4—Continued.

COUNTIES.	AMOUNT DRAWN FROM UNAP- PORTIONED COUNTY FUND FOR COUNTY INSTITUTES.	
	1872.	1873.
Alameda.....	\$100 00	.....
Alpine.....	.....	.....
Amador.....	100 00	\$100 00
Butte.....	55 50	100 00
Calaveras.....	100 00	100 00
Colusa.....	.....	100 00
Contra Costa.....	.....	60 00
Del Norte.....	.....	.....
El Dorado.....	100 00	100 00
Fresno.....	.....	75 00
Humboldt.....	15 00	50 00
Inyo.....	.....	.....
Kern.....	35 00	.....
Klamath.....	.....	.....
Lake.....	.....	13 50
Lassen.....	.....	.....
Los Angeles.....	100 00	100 00
Marin.....	100 00	.....
Mariposa.....	.....	.....
Mendocino.....	23 50	100 00
Merced.....	.....	53 00
Mono.....	.....	.....
Monterey.....	100 00	100 00
Napa.....	80 00	100 00
Nevada.....	.....	100 00
Placer.....	7 50	60 00
Plumas.....	.....	.....
Sacramento.....	100 00	65 50
San Bernardino.....	39 25	35 00
San Diego.....	.....	100 00
San Francisco.....	.....	.....
San Joaquin.....	.....	.....
San Luis Obispo.....	.....	48 25
San Mateo.....	.....	.....
Santa Barbara.....	25 00	20 00
Santa Clara.....	100 00	100 00
Santa Cruz.....	.....	100 00
Shasta.....	.....	.....
Sierra.....	.....	.....
Siskiyou.....	100 00	100 00
Solano.....	.....	50 00
Sonoma.....	100 00	100 00
Stanislaus.....	.....	100 00
Sutter.....	.....	.....
Tehama.....	100 00	100 00
Trinity.....	.....	.....
Tulare.....	30 00	100 00
Tuolumne.....	.....	.....
Ventura.....	.....	.....
Yolo.....	100 00	100 00
Yuba.....	.....	.....
Totals.....	\$1,610 75	\$2,430 25

TABLE No. 5.

Financial statistics, showing school expenditures for the school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.

COUNTIES.	AMOUNT PAID FOR TEACHERS' SALARIES.		AMOUNT PAID FOR RENT, REPAIRS, FUEL, AND CONTINGENT EXPENSES	
	1872.	1873.	1872.	1873.
Alameda.....	\$71,688 59	\$80,356 51	\$13,030 60	\$13,876 78
Alpine.....	1,555 87	1,648 13	47 00	253 25
Amador.....	12,728 75	15,194 23	779 64	1,672 09
Butte.....	21,323 67	23,934 64	1,377 36	3,301 96
Calaveras.....	12,291 71	13,765 04	885 50	1,154 58
Colusa.....	15,336 41	20,184 25	2,511 51	4,478 35
Contra Costa.....	23,063 00	21,577 53	2,113 29	1,173 51
Del Norte.....	2,324 99	2,830 00	187 32	394 79
El Dorado.....	12,914 97	15,435 31	2,275 43	1,805 15
Fresno.....	12,731 17	12,917 04	1,184 13	911 13
Humboldt.....	14,456 00	18,386 82	1,400 88	2,070 69
Inyo.....	3,535 67	3,801 00	292 24	1,165 48
Kern.....	3,895 00	5,730 00	522 80	767 31
Klamath.....	1,800 00	2,429 00	83 38	600 95
Lake.....	6,206 98	10,716 79	861 92	1,147 56
Lassen.....	3,982 33	5,252 93	99 78	642 38
Los Angeles.....	25,848 20	30,868 87	1,586 33	4,776 90
Marin.....	11,722 81	14,923 40	1,263 75	2,911 27
Mariposa.....	5,694 74	7,869 95	304 61	489 94
Mendocino.....	20,228 29	22,761 62	3,004 23	2,688 45
Merced.....	11,537 40	11,512 08	568 89	840 88
Mono.....	920 00	1,365 00	17 68	19 50
Monterey.....	19,103 67	23,703 08	2,323 41	2,387 35
Napa.....	21,092 51	19,810 87	2,314 35	2,622 97
Nevada.....	39,200 96	40,126 52	4,164 47	6,468 69
Placer.....	22,717 00	23,403 10	744 57	2,439 42
Plumas.....	9,288 75	8,875 19	888 50	877 70
Sacramento.....	62,255 63	67,212 36	6,425 44	22,709 29
San Bernardino.....	7,764 34	8,479 70	919 20	1,124 77
San Diego.....	6,510 55	9,357 00	1,012 80	3,216 88
San Francisco.....	415,012 40	455,976 27	161,407 47	120,285 35
San Joaquin.....	60,121 13	62,613 55	5,808 30	5,438 73
San Luis Obispo.....	8,695 71	10,553 58	945 73	709 01
San Mateo.....	12,412 50	15,075 00	1,011 50	3,181 17
Santa Barbara.....	11,145 43	7,897 00	2,094 16	2,710 02
Santa Clara.....	53,824 05	57,681 90	10,521 41	11,204 48
Santa Cruz.....	19,868 21	21,251 51	3,187 01	4,440 26
Shasta.....	8,753 00	10,571 71	111 30	1,230 72
Sierra.....	12,578 00	13,911 00	1,010 48	2,097 47
Siskiyou.....	15,509 30	20,087 21	1,527 70	1,611 75
Solano.....	37,083 69	42,211 00	14,451 60	10,219 05
Sonoma.....	43,064 34	43,553 06	3,280 21	2,897 39
Stanislaus.....	12,986 80	16,557 71	1,875 77	2,684 64
Sutter.....	14,335 99	19,066 66	2,334 90	3,152 56
Tehama.....	9,706 25	9,864 90	1,364 89	3,278 50
Trinity.....	3,935 19	4,611 02	344 46	401 50
Tulare.....	8,618 23	12,382 00	449 76	1,560 28
Tuolumne.....	9,500 50	10,279 24	593 52	991 96
Ventura.....	.....	6,312 00	.....	2,016 07
Yolo.....	23,170 25	27,805 74	8,467 09	4,303 89
Yuba.....	18,818 30	21,676 91	3,922 72	2,269 94
Totals.....	\$1,282,799 15	\$1,434,366 93	\$277,900 99	\$275,674 71

TABLE No. 5—Continued.

COUNTIES.	AMOUNT PAID FOR SCHOOL LIBRARIES.		AMOUNT PAID FOR SCHOOL APPARA- TUS.	
	1872.	1873.	1872.	1873.
Alameda.....	\$1,145 40	\$1,542 16	\$87 84	\$153 49
Alpine.....	47 00	31 50	5 00	.....
Amador.....	330 85	296 56	72 26	53 62
Butte.....	488 52	519 66	316 92	233 96
Calaveras.....	56 20	270 36	31 59	109 10
Colusa.....	484 73	484 85	.....	.....
Contra Costa.....	755 57	565 79	30 00	202 02
Del Norte.....	.....	.....	.....	12 00
El Dorado.....	422 22	359 40	145 29	.....
Fresno.....	235 30	448 29	222 55	165 40
Humboldt.....	392 20	523 10	152 44	37 60
Inyo.....	.....	78 25	5 00	.....
Kern.....	173 41	.....	.....	15 00
Klamath.....	84 50	.....	30 00	.....
Lake.....	225 25	436 29	.....	.....
Lassen.....	.....	115 26	.....	22 50
Los Angeles.....	807 86	893 03	332 18	275 93
Marin.....	542 28	335 56	26 70	.....
Mariposa.....	168 14	185 78	11 75	7 75
Mendocino.....	852 73	673 01	.....	.....
Merced.....	.....	18 34	236 63	30 75
Mono.....	.....	.....	25 77	14 00
Monterey.....	695 42	392 40	120 92	84 62
Napa.....	142 34	327 06	39 75	.....
Nevada.....	831 77	861 07	.....	117 58
Placer.....	139 13	486 56	178 61	350 10
Plumas.....	183 93	220 83	158 88	203 58
Sacramento.....	876 44	665 47	332 71	113 37
San Bernardino.....	361 95	146 05	.....	.....
San Diego.....	128 52	279 34	4 00	.....
San Francisco.....	4,000 00	3,200 00	.....	.....
San Joaquin.....	2,087 84	2,144 59	591 16	42 50
San Luis Obispo.....	283 12	373 76	24 12	42 75
San Mateo.....	150 00	308 53	43 80	16 75
Santa Barbara.....	569 77	211 35	90 00	.....
Santa Clara.....	1,350 27	1,193 41	155 80	92 98
Santa Cruz.....	461 71	502 45	29 00	12 00
Shasta.....	122 91	176 60	20 00	450 53
Sierra.....	62 97	90 18	.....	70 63
Siskiyou.....	560 97	60 41	371 00	402 00
Solano.....	817 37	1,051 51	236 61	189 90
Sonoma.....	1,576 69	1,506 82	276 71	186 60
Stanislaus.....	503 89	350 70	.....	83 01
Sutter.....	98 44	130 19	26 00	351 87
Tehama.....	539 58	285 96	.....	82 75
Trinity.....	122 81	101 29	120 00	24 00
Tulare.....	278 91	574 95	19 50	.....
Tuolumne.....	524 09	377 33	69 64	60 00
Ventura.....	.....	133 28	.....	.....
Yolo.....	769 37	605 44	80 00	25 38
Yuba.....	341 17	344 76	.....	29 68
Totals.....	\$25,793 54	\$24,879 48	\$4,720 13	\$4,365 70

TABLE No. 5—Continued.

COUNTIES.	TOTAL CURRENT EXPENSES.		AMOUNT PAID FOR SITES, BUILDINGS, AND SCHOOL FURNITURE.	
	1872.	1873.	1872.	1873.
Alameda	\$85,952 43	\$95,928 94	\$18,886 58	\$40,800 04
Alpine	1,654 87	1,932 88	287 70	60 00
Amador	13,911 50	17,216 50	1,064 71	338 56
Butte	23,506 47	27,990 22	5,762 03	2,671 39
Calaveras	13,265 00	15,299 08	473 26	574 58
Colusa	18,332 65	25,147 45	409 53	734 30
Contra Costa	25,961 86	23,518 85	3,538 05	12,641 14
Del Norte	2,512 31	3,236 79	158 00	223 15
El Dorado	15,757 91	17,599 86	.....	2,112 45
Fresno	14,373 15	14,441 86	578 58	2,642 17
Humboldt	16,401 52	21,018 21	3,391 06	5,897 07
Inyo	3,832 91	5,044 73	50 00	4,380 00
Kern	4,591 21	6,512 31	1,700 00	228 41
Klamath	1,997 88	3,029 95	714 17	132 82
Lake	6,394 15	12,300 64	100 00	349 46
Lassen	4,082 11	6,033 07	.....	12 50
Los Angeles	28,574 57	36,814 73	12,063 07	17,077 75
Marin	13,565 54	18,170 23	7,215 06	6,962 16
Mariposa	6,179 24	8,553 42	75 69	2,024 98
Mendocino	24,085 25	26,123 08	923 00	1,385 55
Merced	12,342 92	12,402 05	1,571 42	1,780 11
Mono	963 45	1,398 50	.....	.....
Monterey	22,243 42	26,567 45	2,259 18	4,567 98
Napa	23,588 95	22,760 90	2,346 05	3,285 79
Nevada	44,197 20	47,573 86	3,636 78	6,548 39
Placer	23,779 31	26,679 18	4,570 88	4,344 24
Plumas	10,520 08	10,177 30	1,876 88	1,294 10
Sacramento	69,890 12	90,700 49	33,617 07	48,499 22
San Bernardino	9,045 49	9,750 52	3,168 17	840 04
San Diego	7,656 87	12,853 22	1,942 32	2,369 23
San Francisco	32,443 09	579,461 62	87,842 26	32,356 72
San Joaquin	68,608 43	70,239 37	12,534 11	78,998 94
San Luis Obispo	9,948 68	11,679 10	579 12	868 96
San Mateo	13,617 80	18,581 45	6,060 70	4,930 37
Santa Barbara	13,899 36	10,818 37	6,892 73	575 44
Santa Clara	65,831 53	70,172 77	18,956 47	11,735 76
Santa Cruz	23,545 93	26,206 22	1,840 68	2,750 42
Shasta	9,007 21	12,429 56	560 59	3,385 55
Sierra	13,651 45	16,169 28	2,907 06	425 96
Siskiyou	17,968 97	22,161 37	2,906 44	2,447 00
Solano	52,589 27	53,671 46	4,969 22	16,111 46
Sonoma	48,197 95	48,143 87	11,477 22	7,071 55
Stanislaus	15,306 46	19,676 06	.....	3,306 97
Sutter	16,795 33	22,701 28	.....	6,970 40
Tehama	11,610 72	13,512 11	15,311 92	5,031 85
Trinity	4,522 46	5,137 81	825 38	234 62
Tulare	9,366 40	14,517 23	1,997 22	6,070 81
Tuolumne	10,687 75	11,708 53	421 29	1,669 29
Ventura .....	.....	8,461 35	.....	9,479 40
Yolo	32,486 71	32,740 45	.....	3,341 90
Yuba	23,082 19	24,321 29	1,677 26	1,726 49
Totals	\$1,591,213 81	\$1,739,286 82	\$290,119 01	\$374,069 44

TABLE No. 5—Continued.

COUNTIES.	TOTAL EXPENDITURES.		BALANCE ON HAND AT CLOSE OF SCHOOL YEAR.	
	1872.	1873.	1872.	1873.
Alameda	\$104,839 01	\$136,728 98	\$30,102 39	\$4,035 00
Alpine	1,942 57	1,992 88	303 07	1,025 73
Amador	14,976 21	17,555 06	5,303 90	7,173 35
Butte	29,268 50	30,661 61	6,215 98	5,012 87
Calaveras	13,738 26	15,873 66	1,280 92	5,018 47
Colusa	18,742 18	25,881 75	4,398 23	5,799 08
Contra Costa	29,499 91	36,159 99	3,319 93	4,507 98
Del Norte	2,650 31	3,459 94	310 30	1,002 97
El Dorado	15,757 91	19,712 31	4,884 16	6,185 02
Fresno	14,951 73	17,084 03	3,304 73	3,381 52
Humboldt	19,792 58	26,915 28	2,495 81	4,377 77
Inyo	3,882 91	9,424 73	2,011 22	2,340 85
Kern	6,291 21	6,740 72	3,229 05	4,696 02
Klamath	2,712 05	3,162 77	749 58	771 85
Lake	7,394 15	12,650 10	1,675 47	2,905 50
Lassen	4,082 11	6,045 57	1,153 30	2,303 50
Los Angeles	40,637 64	53,892 48	5,241 77	7,533 65
Marin	20,770 60	25,132 39	4,024 06	5,410 27
Mariposa	6,254 93	10,578 40	3,510 76	2,601 07
Mendocino	25,008 25	27,508 63	8,242 74	7,057 09
Merced	13,914 34	14,182 16	3,867 08	7,606 37
Mono	963 45	1,398 50	769 97	2,637 78
Monterey	24,502 60	31,135 43	9,415 15	6,855 84
Napa	25,935 00	26,046 69	6,555 08	6,856 81
Nevada	47,833 98	54,122 25	4,000 81	8,837 67
Placer	28,350 19	31,023 42	4,432 13	3,477 31
Plumas	12,306 96	11,471 40	2,343 24	1,260 48
Sacramento	103,507 19	139,199 71	17,610 38	24,615 27
San Bernardino	12,213 66	10,590 56	2,693 69	3,231 87
San Diego	9,598 19	15,222 45	3,913 28	10,918 46
San Francisco	668,262 13	611,818 34	48,736 82	119,163 75
San Joaquin	81,142 54	149,238 31	7,179 98	16,131 84
San Luis Obispo	10,527 80	12,548 06	4,768 78	4,087 11
San Mateo	19,678 50	23,511 82	4,114 64	6,462 66
Santa Barbara	20,792 09	11,393 81	5,033 49	3,851 90
Santa Clara	84,808 00	81,908 53	8,854 60	21,775 87
Santa Cruz	25,396 61	28,956 64	3,053 25	8,064 89
Shasta	9,567 80	15,815 11	5,534 68	5,695 51
Sierra	16,558 51	16,595 24	2,053 72	3,150 30
Siskiyou	20,875 41	24,609 37	668 61	9,280 75
Solano	57,558 49	69,782 92	5,597 58	11,433 42
Sonoma	59,675 17	55,215 42	3,731 64	14,464 83
Stanislaus	15,306 46	22,983 03	2,253 95	6,093 25
Sutter	16,795 33	29,671 68	2,596 23	4,609 28
Tehama	26,922 64	18,543 96	2,568 01	1,460 55
Trinity	5,347 84	5 372 43	1,138 27	1,696 48
Tulare	11,363 62	20,588 04	2,049 21	4,923 67
Tuolumne	11,109 04	13,377 82	2,632 03	2,830 38
Ventura .....	.....	17,940 75	.....	1,850 63
Yolo	32,486 71	36,082 35	6,372 09	10,575 35
Yuba	24,759 55	26,047 78	3,903 03	7,293 87
Totals	\$1,881,332 82	\$2,113,356 25	\$270,198 79	\$414,333 71

TABLE No. 6.
Valuation of school property.

COUNTIES.	VALUATION OF LOTS, SCHOOL HOUSES, AND FURNITURE.		VALUATION OF SCHOOL LIBRARIES.	
	1872.	1873.	1872.	1873.
Alameda	\$368,100 00	\$255,715 00	\$3,615 00	\$4,386 21
Alpine	915 00	1,050 00	62 00	126 50
Amador.....	22,464 31	20,920 30	1,289 00	1,200 90
Butte	42,699 50	49,125 00	3,307 14	3,781 84
Calaveras	17,137 00	18,882 00	1,155 51	835 70
Colusa	25,294 60	29,200 00	1,071 12	1,592 50
Contra Costa.....	37,503 75	30,680 00	2,730 83	3,369 00
Del Norte.....	4,037 50	4,887 50	125 00	125 00
El Dorado.....	16,885 50	20,075 00	3,385 42	3,855 50
Fresno	7,200 00	6,725 00	547 23	1,104 63
Humboldt.....	20,145 00	26,120 00	1,620 00	1,900 00
Inyo	1,460 00	5,290 00	51 80	130 05
Kern.....	6,050 00	6,320 00	291 00	453 00
Klamath.....	1,700 00	2,450 00	160 00	170 00
Lake.....	6,040 00	6,214 50	920 61	1,246 66
Lassen	4,650 00	4,650 00	446 56	578 92
Los Angeles.....	45,692 10	79,419 00	3,270 44	3,568 45
Marin.....	23,650 00	32,565 00	2,368 00	2,539 00
Mariposa.....	3,777 00	6,900 00	975 00	1,275 00
Mendocino	23,420 50	28,485 00	2,135 67	2,211 75
Merced	18,650 00	16,358 00	735 05	771 59
Mono	700 00	1,300 00	.....	14 00
Monterey	24,466 37	34,025 00	2,377 30	2,131 00
Napa	44,616 00	50,261 79	1,848 46	2,175 52
Nevada	74,870 00	82,983 00	4,837 00	3,846 00
Placer	24,880 00	30,270 00	2,610 00	2,885 00
Plumas	7,570 00	9,362 00	975 00	1,261 00
Sacramento	100,954 00	189,507 00	5,237 00	5,700 00
San Bernardino	13,930 00	14,491 68	1,934 50	1,984 24
San Diego.....	5,965 00	12,200 00	35 99	476 00
San Francisco.....	1,884,451 00	1,909,451 00	14,269 00	16,669 00
San Joaquin.....	200,000 00	198,100 00	2,000 00	2,823 73
San Luis Obispo.....	8,450 00	9,725 00	1,215 00	1,580 69
San Mateo	33,520 00	38,585 00	1,937 00	1,950 00
Santa Barbara.....	27,077 00	24,652 44	1,532 00	1,231 00
Santa Clara	153,343 00	173,075 00	4,992 00	8,090 00
Santa Cruz.....	37,975 00	44,425 00	2,027 00	2,121 00
Shasta	3,030 00	9,365 00	403 87	1,427 56
Sierra	9,925 00	5,215 00	1,561 25	1,246 00
Siskiyou	23,072 50	29,095 00	2,398 92	1,754 00
Solano	64,550 00	78,995 50	3,395 00	4,572 25
Sonoma	91,081 86	98,153 41	9,836 74	11,343 52
Stanislaus	17,232 00	20,177 50	898 86	1,629 65
Sutter.....	18,475 00	26,225 00	606 17	713 00
Tehama.....	19,981 42	27,400 00	880 31	1,320 00
Trinity.....	3,824 31	4,774 31	669 13	661 49
Tulare	11,775 00	13,155 00	1,665 00	979 24
Tuolumne.....	13,090 00	14,384 44	2,529 00	2,636 00
Ventura.....	.....	14,250 00	.....	700 00
Yolo	31,740 00	39,495 00	2,752 00	2,905 00
Yuba	37,896 36	41,292 88	2,413 00	2,208 70
Totals.....	\$3,685,912 58	\$3,896,553 25	\$108,098 88	\$124,256 81

TABLE No. 6—Continued.

COUNTIES.	VALUATION OF SCHOOL APPARATUS.		TOTAL VALUATION OF SCHOOL PROPERTY.	
	1872.	1873.	1872.	1873.
Alameda	\$1,375 00	\$1,869 00	\$373,090 00	\$261,970 21
Alpine.....	80 00	122 75	1,057 00	1,299 25
Amador.....	619 76	607 00	24,373 07	22,728 20
Butte	1,134 25	1,313 50	47,140 89	54,220 34
Calaveras	709 00	668 00	19,001 51	20,385 70
Colusa .....	.....	3,079 50	26,365 72	33,872 00
Contra Costa.....	300 50	1,206 00	40,535 08	35,255 00
Del Norte.....	136 25	148 25	4,298 75	5,160 75
El Dorado.....	1,814 75	1,856 50	22,085 67	25,787 00
Fresno	470 16	631 91	8,217 39	8,461 54
Humboldt.....	615 00	585 00	22,380 00	28,605 00
Inyo	32 60	27 60	1,544 40	5,447 65
Kern.....	115 00	146 00	6,456 00	6,919 00
Klamath.....	50 00	50 00	1,910 00	2,670 00
Lake.....	230 00	199 00	7,190 61	7,660 16
Lassen.....	140 00	140 00	5,236 56	5,368 92
Los Angeles ..	477 50	749 00	49,440 04	83,736 45
Marin.....	723 00	908 00	26,741 00	36,102 00
Mariposa.....	475 00	455 00	5,227 00	8,630 00
Mendocino.....	645 00	638 98	26,201 17	31,335 75
Merced	545 00	379 25	19,930 05	17,508 84
Mono .....	.....	.....	700 00	1,314 00
Monterey	682 02	5 00	27,525 69	36,161 00
Napa	596 50	796 50	47,060 96	53,233 81
Nevada	2,016 00	1,993 00	81,723 00	88,822 00
Placer	1,235 00	1,315 00	28,725 00	34,470 00
Plumas	315 00	549 00	8,860 00	11,172 00
Sacramento	1,895 00	1,940 00	108,086 00	197,147 00
San Bernardino	69 50	114 50	15,934 00	16,590 42
San Diego.....	55 50	.....	6,056 49	12,676 00
San Francisco.....	.....	.....	1,898,720 00	1,926,120 00
San Joaquin.....	.....	.....	202,000 00	200,923 73
San Luis Obispo.....	500 00	575 00	10,165 00	11,880 69
San Mateo.....	986 00	896 00	36,443 00	41,431 00
Santa Barbara.....	587 00	480 00	29,196 00	26,363 44
Santa Clara.....	805 00	1,875 00	159,140 00	183,040 00
Santa Cruz.....	800 00	626 00	40,802 00	47,172 00
Shasta	75 00	645 00	3,508 87	11,437 56
Sierra.....	564 83	503 00	12,051 08	6,964 00
Siskiyou	540 00	1,358 00	26,011 42	32,207 00
Solano	1,385 00	1,218 25	69,330 00	84,786 00
Sonoma	1,005 00	1,191 60	101,923 60	110,688 53
Stanislaus.....	429 63	572 75	18,560 49	22,379 90
Sutter.....	311 94	570 87	19,393 11	27,508 87
Tehama.....	185 00	612 00	21,046 73	29,332 00
Trinity.....	124 00	164 00	4,617 44	5,599 80
Tulare.....	185 00	205 00	13,625 00	14,339 24
Tuolumne.....	987 00	927 00	16,606 00	17,947 44
Ventura.....	.....	135 00	.....	15,085 00
Yolo	343 00	291 00	34,835 00	42,691 00
Yuba	1,286 00	1,256 68	41,595 36	44,758 26
Totals.....	\$28,651 69	\$36,605 39	\$3,822,663 15	\$4,057,415 45

TABLE No. 7.

Miscellaneous school statistics.

COUNTIES.	NUMBER OF FIRST GRADE SCHOOLS.		NUMBER OF SECOND GRADE SCHOOLS.	
	1872.	1873.	1872.	1873.
Alameda.....	27	24	23	31
Alpine.....	.....	2	4	1
Amador.....	6	8	12	14
Butte.....	14	8	11	24
Calaveras.....	5	12	14	14
Colusa.....	1	1	7	13
Contra Costa.....	16	17	15	13
Del Norte.....	1	1	3	3
El Dorado.....	7	6	19	16
Fresno.....	5	1	12	10
Humboldt.....	4	7	4	13
Inyo.....	.....	3	1	3
Kern.....	1	1	4	7
Klamath.....	.....	1	.....	1
Lake.....	3	7	2	8
Lassen.....	.....	2	.....	3
Los Angeles.....	7	20	27	20
Marin.....	6	6	10	7
Mariposa.....	2	2	4	13
Mendocino.....	4	3	18	11
Merced.....	4	7	7	13
Mono.....	.....	.....	4	.....
Monterey.....	4	16	17	22
Napa.....	11	10	15	12
Nevada.....	2	21	12	20
Placer.....	.....	7	35	22
Plumas.....	2	9	10	8
Sacramento.....	38	39	36	29
San Bernardino.....	2	3	15	16
San Diego.....	1	3	10	12
San Francisco.....	17	14	20	22
San Joaquin.....	22	42	27	48
San Luis Obispo.....	1	1	8	13
San Mateo.....	3	4	2	16
Santa Barbara.....	1	2	11	7
Santa Clara.....	19	19	36	36
Santa Cruz.....	4	6	12	10
Shasta.....	3	8	4	10
Sierra.....	3	9	6	10
Siskiyou.....	14	18	13	25
Solano.....	18	25	12	23
Sonoma.....	9	18	42	48
Stanislaus.....	6	9	16	21
Sutter.....	6	5	15	20
Tehama.....	2	3	6	9
Trinity.....	1	1	7	4
Tulare.....	3	1	4	7
Tuolumne.....	3	3	13	12
Ventura.....	.....	.....	.....	.....
Yolo.....	7	19	21	25
Yuba.....	3	11	17	16
Totals.....	318	465	643	761

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF THIRD GRADE SCHOOLS.		TOTAL NUMBER OF SCHOOLS.	
	1872.	1873.	1872.	1873.
Alameda.....	14	48	64	103
Alpine.....	.....	1	4	4
Amador.....	10	14	28	36
Butte.....	25	22	50	54
Calaveras.....	11	10	30	36
Colusa.....	25	27	33	41
Contra Costa.....	10	12	41	42
Del Norte.....	3	5	7	9
El Dorado.....	14	20	40	42
Fresno.....	2	12	19	23
Humboldt.....	21	20	29	40
Inyo.....	5	.....	6	6
Kern.....	2	2	7	10
Klamath.....	4	3	4	5
Lake.....	16	5	21	20
Lassen.....	9	6	9	11
Los Angeles.....	24	13	58	53
Marin.....	7	15	23	28
Mariposa.....	9	3	15	18
Mendocino.....	19	28	41	42
Merced.....	10	1	21	21
Mono.....	.....	4	4	4
Monterey.....	13	17	34	55
Napa.....	10	16	36	38
Nevada.....	38	19	52	60
Placer.....	12	19	47	48
Plumas.....	7	6	19	23
Sacramento.....	22	11	96	79
San Bernardino.....	4	2	21	21
San Diego.....	6	5	17	20
San Francisco.....	20	17	57	53
San Joaquin.....	23	7	72	97
San Luis Obispo.....	8	10	17	24
San Mateo.....	15	7	20	27
Santa Barbara.....	9	.....	21	9
Santa Clara.....	37	35	92	90
Santa Cruz.....	28	29	44	45
Shasta.....	20	10	27	28
Sierra.....	17	6	26	25
Siskiyou.....	25	11	52	54
Solano.....	13	20	43	68
Sonoma.....	29	36	80	102
Stanislaus.....	12	9	32	39
Sutter.....	14	11	35	36
Tehama.....	10	12	18	24
Trinity.....	1	5	9	10
Tulare.....	24	26	31	34
Tuolumne.....	4	4	20	19
Ventura.....	.....	.....	.....	.....
Yolo.....	13	4	41	48
Yuba.....	21	17	41	44
Totals.....	693	642	1,654	1,863

TABLE No. 7—Continued.

COUNTIES.	TOTAL NUMBER OF SCHOOL DISTRICTS.		NUMBER OF NEW DISTRICTS ORGAN- IZED.	
	1872.	1873.	1872.	1873.
Alameda.....	36	37	1	2
Alpine.....	4	4	.....	.....
Amador.....	28	28	.....	.....
Butte	43	56	2	2
Calaveras	30	31	2	1
Colusa.....	35	38	5	3
Contra Costa.....	35	35	.....	.....
Del Norte.....	6	7	.....	1
El Dorado.....	39	39	1	.....
Fresno.....	19	21	4	4
Humboldt	24	27	3	3
Inyo.....	6	7	.....	1
Kern.....	7	8	2	1
Klamath	5	5	2	.....
Lake.....	21	21	4	.....
Lassen.....	9	10	2	1
Los Angeles.....	37	38	4	2
Marin.....	23	25	.....	2
Mariposa.....	13	14	.....	1
Mendocino	36	40	3	4
Merced.....	18	19	2	1
Mono	4	4	.....	.....
Monterey.....	35	39	7	5
Napa	35	39	10	3
Nevada	39	40	3	.....
Placer.....	42	43	3	1
Plumas.....	20	23	4	4
Sacramento	55	56	3	1
San Bernardino.....	20	19	1	.....
San Diego.....	16	17	.....	2
San Francisco.....	12	12	.....	.....
San Joaquin.....	69	70	1	4
San Luis Obispo.....	18	20	1	5
San Mateo.....	21	21	2	.....
Santa Barbara.....	17	7	.....	1
Santa Clara.....	52	52	.....	.....
Santa Cruz.....	25	27	1	2
Shasta.....	24	26	2	.....
Sierra	24	23	1	.....
Siskiyou.....	52	53	5	5
Solano.....	40	41	1	1
Sonoma.....	87	87	3	.....
Stanislaus.....	33	36	1	3
Sutter.....	35	35	.....	.....
Tehama.....	18	19	2	3
Trinity.....	8	9	1	.....
Tulare	27	29	2	3
Tuolumne.....	18	19	1	2
Ventura.....	.....	11	.....	1
Yolo.....	41	41	1	.....
Yuba	34	34	3	.....
Totals.....	1,395	1,462	96	75

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF TRUSTEES APPOINTED BY COUN- TY SUPERINTENDENT.		NUMBER OF NEW SCHOOL HOUSES ERECTED.	
	1872.	1873.	1872.	1873.
Alameda .....	.....	24	5	4
Alpine	7	4	.....	.....
Amador	6	8	1	1
Butte	12	21	4	2
Calaveras	12	22	1	3
Colusa	21	27	5	3
Contra Costa	15	21	1	2
Del Norte	1	.....	2	1
El Dorado	15	15	3	1
Fresno	21	33	1	1
Humboldt	20	15	3	6
Inyo	13	7	1	3
Kern	4	10	2	3
Klamath	4	6	2	.....
Lake	15	16	3	1
Lassen	6	7	2	.....
Los Angeles	35	17	15	6
Marin	12	12	2	4
Mariposa	5	14	.....	1
Mendocino .....	.....	16	1	8
Merced	10	.....	2	2
Mono .....	.....	2	.....	1
Monterey	23	42	7	3
Napa	52	24	1	3
Nevada	18	12	4	5
Placer	24	29	5	2
Plumas	12	32	2	2
Sacramento	19	17	3	3
San Bernardino	11	6	2	.....
San Diego	23	16	.....	2
San Francisco .....	.....	.....	2	.....
San Joaquin	60	110	5	10
San Luis Obispo	13	16	1	5
San Mateo	12	15	3	2
Santa Barbara	9	6	1	1
Santa Clara	11	10	4	3
Santa Cruz	19	19	2	2
Shasta	10	13	3	4
Sierra	8	11	.....	.....
Siskiyou	30	25	1	5
Solano	12	21	2	1
Sonoma	102	46	6	3
Stanislaus	27	24	.....	6
Sutter	17	11	1	2
Tehama	10	17	5	3
Trinity	5	7	1	.....
Tulare	32	35	1	3
Tuolumne	6	14	1	.....
Ventura .....	.....	6	.....	.....
Yolo	23	18	2	2
Yuba	48	27	3	1
Totals	870	926	124	126

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF MALE TEACHERS.		NUMBER OF FEMALE TEACHERS.	
	1872.	1873.	1872.	1873.
Alameda.....	25	22	73	81
Alpine.....	2	1	3	4
Amador.....	14	15	16	21
Butte.....	31	30	25	26
Calaveras.....	20	16	13	20
Colusa.....	25	28	8	13
Contra Costa.....	14	14	27	28
Del Norte.....	3	3	5	6
El Dorado.....	11	18	18	24
Fresno.....	12	15	5	8
Humboldt.....	15	15	18	25
Inyo.....	4	5	1	.....
Kern.....	3	3	3	7
Klamath.....	2	4	2	2
Lake.....	9	11	14	9
Lassen.....	4	5	6	6
Los Angeles.....	28	33	29	20
Marin.....	8	9	17	19
Mariposa.....	6	10	9	8
Mendocino.....	22	20	19	22
Merced.....	5	9	16	12
Mono.....	1	.....	2	4
Monterey.....	18	27	32	28
Napa.....	21	14	23	31
Nevada.....	30	30	22	30
Placer.....	17	15	45	33
Plumas.....	9	6	18	17
Sacramento.....	35	20	76	59
San Bernardino.....	17	13	10	8
San Diego.....	5	9	9	11
San Francisco.....	72	78	408	428
San Joaquin.....	45	51	67	46
San Luis Obispo.....	12	10	5	6
San Mateo.....	7	12	18	15
Santa Barbara.....	9	2	14	11
Santa Clara.....	30	28	64	62
Santa Cruz.....	13	11	23	34
Shasta.....	12	10	13	14
Sierra.....	9	13	16	12
Siskiyou.....	28	31	12	23
Solano.....	47	32	40	36
Sonoma.....	50	50	55	52
Stanislaus.....	28	28	9	8
Sutter.....	17	19	15	17
Tehama.....	10	10	16	14
Trinity.....	4	6	5	4
Tulare.....	12	20	13	14
Tuolumne.....	10	10	12	14
Ventura.....	.....	4	.....	7
Yolo.....	32	21	14	27
Yuba.....	18	16	27	28
Totals.....	881	882	1,420	1,454

TABLE No. 7—Continued.

COUNTIES.	TOTAL NUMBER OF TEACHERS.		AVERAGE MONTHLY WAGES PAID TO MALE TEACHERS.	
	1872.	1873.	1872.	1873.
Alameda.....	98	103	\$97 25	\$110 25
Alpine.....	5	5	65 83	100 00
Amador.....	30	36	75 23	82 50
Butte.....	56	56	82 00	74 00
Calaveras.....	33	36	70 75	72 00
Colusa.....	33	41	73 41	78 58
Contra Costa.....	41	42	89 00	92 00
Del Norte.....	8	9	71 00	73 33
El Dorado.....	29	42	72 00	72 50
Fresno.....	17	23	95 00	96 00
Humboldt.....	33	40	72 25	73 56
Inyo.....	5	5	98 00	108 60
Kern.....	6	10	100 00	100 00
Klamath.....	4	6	65 00	63 50
Lake.....	23	20	77 00	83 20
Lassen.....	10	11	75 00	67 00
Los Angeles.....	57	53	83 33	84 00
Marin.....	25	28	80 00	85 00
Mariposa.....	15	18	89 41	81 00
Mendocino.....	41	42	72 50	73 75
Merced.....	21	21	85 00	85 00
Mono.....	3	4	70 00	.....
Monterey.....	50	55	90 00	90 00
Napa.....	44	45	77 00	79 33
Nevada.....	52	60	88 00	93 00
Placer.....	62	48	85 00	84 00
Plumas.....	27	23	74 75	81 00
Sacramento.....	111	79	88 00	81 12
San Bernardino.....	27	21	69 00	66 00
San Diego.....	14	20	63 00	83 40
San Francisco.....	480	506	168 00	168 00
San Joaquin.....	112	97	75 00	71 00
San Luis Obispo.....	17	16	82 00	85 00
San Mateo.....	25	27	71 00	76 67
Santa Barbara.....	23	13	70 00	105 00
Santa Clara.....	94	90	90 00	90 00
Santa Cruz.....	46	45	75 00	85 00
Shasta.....	25	24	74 00	82 00
Sierra.....	25	25	82 80	80 54
Siskiyou.....	40	54	72 00	70 00
Solano.....	87	68	86 00	89 40
Sonoma.....	105	102	77 00	77 00
Stanislaus.....	37	36	74 00	74 08
Sutter.....	32	36	71 40	83 00
Tehama.....	26	24	86 11	85 50
Trinity.....	9	10	80 00	75 00
Tulare.....	25	34	75 00	75 00
Tuolumne.....	22	24	80 00	77 00
Ventura.....	.....	11	.....	79 00
Yolo.....	46	48	78 00	84 00
Yuba.....	45	44	80 00	88 00
Totals.....	2,301	2,336	\$80 82	\$84 28

TABLE No. 7—Continued.

COUNTIES.	AVERAGE MONTHLY WAGES PAID TO FEMALE TEACHERS.		AVERAGE NUMBER OF MONTHS OF ALL SCHOOLS IN THE COUNTY.	
	1872.	1873.	1872.	1873.
Alameda.....	\$52 00	\$59 65	8.9	9.6
Alpine.....	57 32	58 00	5.1	5.5
Amador.....	54 84	55 00	6.1	6.3
Butte.....	61 00	58 00	6.1	5.9
Calaveras.....	55 00	52 00	5.5	6.2
Colusa.....	67 93	64 61	5.4	6.
Contra Costa.....	67 00	58 00	7.5	6.9
Del Norte.....	40 00	41 66	5.6	5.
El Dorado.....	60 50	57 50	5.6	5.8
Fresno.....	58 00	76 25	6.5	7.
Humboldt.....	51 50	56 00	6.5	7.2
Inyo.....	80 00	.....	6.	5.8
Kern.....	66 66	71 00	7.6	6.5
Klamath.....	62 50	63 50	7.2	7.6
Lake.....	55 00	59 27	4.5	7.1
Lassen.....	72 00	59 72	6.5	7.
Los Angeles.....	74 00	78 00	6.	6.56
Marin.....	65 00	62 00	7.6	7.7
Mariposa.....	58 31	64 00	5.7	7.
Mendocino.....	58 25	65 03	7.4	7.1
Merced.....	74 50	74 50	4.47	7.73
Mono.....	62 50	65 00	4.3	5.5
Monterey.....	61 33	67 50	6.	6.92
Napa.....	67 00	60 00	7.	6.
Nevada.....	66 00	62 00	8.5	8.
Placer.....	63 00	65 00	8.5	7.3
Plumas.....	71 73	70 00	7.3	6.7
Sacramento.....	65 22	71 06	9.7	9.87
San Bernardino.....	59 00	59 00	6.2	6.29
San Diego.....	58 00	77 50	5.6	7.
San Francisco.....	84 00	84 00	10.	10.
San Joaquin.....	69 00	62 00	8.7	7.5
San Luis Obispo.....	59 00	70 00	7.	5.8
San Mateo.....	62 00	66 46	7.3	7.3
Santa Barbara.....	58 00	65 00	7.5	8.1
Santa Clara.....	70 00	70 00	6.8	7.4
Santa Cruz.....	59 40	63 00	6.5	7.
Shasta.....	47 50	50 00	5.5	5.27
Sierra.....	61 50	61 00	6.9	7.3
Siskiyou.....	60 00	60 00	5.	4.87
Solano.....	61 00	61 60	6.7	7.15
Sonoma.....	55 00	55 00	5.83	5.94
Stanislaus.....	66 00	66 28	5.5	6.3
Sutter.....	64 00	67 00	6.5	7.5
Tehama.....	60 50	73 24	6.8	6.11
Trinity.....	57 00	63 00	6.5	6.3
Tulare.....	60 00	60 00	4.6	5.7
Tuolumne.....	60 00	57 00	6.6	6.32
Ventura.....	.....	55 00	.....	6.3
Yolo.....	62 00	68 00	7.	7.7
Yuba.....	75 70	60 00	7.	5.6
Average.....	\$66 33	\$63 37	6.38	6.14

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF SCHOOLS FOR COLORED CHILDREN.		NUMBER OF PUPILS ATTENDING SCHOOLS FOR COLORED CHILDREN.	
	1872.	1873.	1872.	1873.
Alameda.....				
Alpine.....				
Amador.....		2		20
Butte.....	1	1	15	11
Calaveras.....				
Colusa.....	2		17	
Contra Costa.....				
Del Norte.....	1	1	19	19
El Dorado.....				
Fresno.....				
Humboldt.....				
Inyo.....				
Kern.....				
Klamath.....				
Lake.....				
Lassen.....				
Los Angeles.....	1	1	23	35
Marin.....				
Mariposa.....				
Mendocino.....				
Merced.....	1	1	8	8
Mono.....				
Monterey.....				
Napa.....	1	1	14	12
Nevada.....	2	2	37	30
Placer.....				
Plumas.....				
Sacramento.....	2	1	116	47
San Bernardino.....				
San Diego.....				
San Francisco.....	2	2	77	52
San Joaquin.....	1	1	40	33
San Luis Obispo.....				
San Mateo.....				
Santa Barbara.....		1		3
Santa Clara.....	1	1	39	23
Santa Cruz.....	1	1	15	16
Shasta.....	1		12	
Sierra.....				
Siskiyou.....	1	1	14	13
Solano.....	2	2	20	23
Sonoma.....	1	1	20	14
Stanislaus.....				
Sutter.....				
Tehama.....	1	1	19	20
Trinity.....				
Tulare.....				
Tuolumne.....	1		12	
Ventura.....				
Yolo.....				
Yuba.....	1	1	20	35
Totals.....	24	22	537	414

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF TEACHERS WHO ATTENDED COUNTY INSTITUTES.		SALARY OF COUNTY SUPERINTENDENTS.	
	1872.	1873.	1872.	1873.
Alameda	107	?	\$2,000 00	\$2,000 00
Alpine			80 00	80 00
Amador	12	?	600 00	600 00
Butte	50	27	800 00	800 00
Calaveras	22	20	600 00	600 00
Colusa		19	750 00	750 00
Contra Costa		40	750 00	750 00
Del Norte	1	1	150 00	150 00
El Dorado	28	25	900 00	900 00
Fresno	15	15	600 00	900 00
Humboldt	25	32	400 00	400 00
Inyo			140 00	140 00
Kern			500 00	500 00
Klamath			100 00	100 00
Lake	17	17	500 00	500 00
Lassen			200 00	200 00
Los Angeles	28	50	900 00	900 00
Marin	19		500 00	500 00
Mariposa		3	600 00	600 00
Mendocino	30	40	740 00	760 00
Merced	2	?	500 00	900 00
Mono		?	80 00	80 00
Monterey	50	50	800 00	800 00
Napa	32	33	1,200 00	1,200 00
Nevada	49	51	1,000 00	1,000 00
Placer	34	40	1,200 00	1,200 00
Plumas	2	3	380 00	400 00
Sacramento	82	87	1,800 00	1,800 00
San Bernardino	21	22	380 00	380 00
San Diego		13	1,000 00	1,000 00
San Francisco			4,000 00	4,000 00
San Joaquin			2,000 00	2,000 00
San Luis Obispo		13	420 00	420 00
San Mateo	12		420 00	420 00
Santa Barbara	18	9	700 00	700 00
Santa Clara	108	120	1,800 00	1,800 00
Santa Cruz	51	42	600 00	600 00
Shasta	3	?	600 00	600 00
Sierra			400 00	400 00
Siskiyou	30	45	1,100 00	1,200 00
Solano	19	73	600 00	600 00
Sonoma	80	79	1,600 00	1,600 00
Stanislaus	21	25	600 00	600 00
Sutter		1	700 00	700 00
Tehama	25	23	320 00	380 00
Trinity			400 00	400 00
Tulare	23	20	500 00	500 00
Tuolumne			360 00	360 00
Ventura				300 00
Yolo	36	53	800 00	700 00
Yuba			1,000 00	1,000 00
Totals	1,053	1,021	\$39,150 00	\$40,170 00

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF SCHOOL VISITS MADE BY COUNTY SUPERINTENDENTS.		RATE OF COUNTY SCHOOL TAX LEVIED IN MARCH.		
	1872.	1873.	1871.	1872.	1873.
Alameda.....	75	131	.35	.35	.10
Alpine.....	12	7	.35	.35	.25
Amador.....	20	23	.35	.35	.30
Butte.....	40	23	.28½	.35	.15
Calaveras.....	23	32	.35	.35	.35
Colusa.....	.....	48	.20	.35	.10
Contra Costa.....	18	45	.30	.30	.10
Del Norte.....	1	11	?	.30	.25
El Dorado.....	24	29	.25	.25	.25
Fresno.....	7	24	.30	.30	.20
Humboldt.....	17	21	.24	.30	.15
Inyo.....	11	10	.35	.35	.20
Kern.....	1	1	.20	.25	.25
Klamath.....	2	4	.18	.20	.18
Lake.....	24	20	.35	.35	.18
Lassen.....	14	27	.20	.30	.24
Los Angeles.....	28	47	.25	.30	.25
Marin.....	33	40	.20	.25	.04
Mariposa.....	8	23	.30	.30	.35
Mendocino.....	45	39	.35	.35	.15
Merced.....	21	.....	.30	.35	.20
Mono.....	5	4	.25	.25	.25
Monterey.....	24	45	.35	.35	.14
Napa.....	56	48	.25	.25	.15
Nevada.....	32	48	.28	.28	.30
Placer.....	72	70	.20	.30	.10
Plumas.....	17	34	.35	.35	.35
Sacramento.....	103	156	.20	.20	.06
San Bernardino.....	24	27	.35	.35	.35
San Diego.....	.....	34	.12½	.25	.20
San Francisco.....	.....	.....	.45	.35	.25
San Joaquin.....	140	115	.35	.35	.14
San Luis Obispo.....	19	20	.35	.25	.13
San Mateo.....	21	32	.50	.35	.11
Santa Barbara.....	10	26	.35	.27	.14
Santa Clara.....	50	105	.25	.30	.08
Santa Cruz.....	63	132	.60	.35	.25
Shasta.....	8	4	.35	.35	.35
Sierra.....	18	26	.23	.20	.20
Siskiyou.....	52	60	.30	.30	.35
Solano.....	68	58	.35	.35	.35
Sonoma.....	50	100	.35	.35	.18
Stanislaus.....	35	34	.30	.30	.25
Sutter.....	6	28	.25	.25	.13
Tehama.....	15	16	.30	.30	.35
Trinity.....	8	16	.20	.26	.25
Tulare.....	11	16	.20	.15	.35
Tuolumne.....	12	10	?	.35	.35
Ventura.....	.....	9	.....	.....	.....
Yolo.....	30	53	.30	.32	.16
Yuba.....	64	115	.20	.30	.13
Totals.....	1,437	2,046			
Average.....	.....	.....	.24	.32	.21

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF CERTIFICATES GRANTED TO MALE TEACHERS.		NUMBER OF CERTIFICATES GRANTED TO FEMALE TEACHERS.	
	1872.	1873.	1872.	1873.
Alameda.....	6	.....	14	22
Alpine.....	.....	1	3	4
Amador.....	6	6	6	15
Butte.....	7	14	17	15
Calaveras.....	5	4	10	11
Colusa.....	11	13	8	7
Contra Costa.....	3	3	6	11
Del Norte.....	.....	.....	3	1
El Dorado.....	4	4	10	3
Fresno.....	5	4	2	12
Humboldt.....	7	8	15	18
Inyo.....	1	2	.....	.....
Kern.....	1	4	1	5
Klamath.....	.....	2	.....	1
Lake.....	.....	5	3	9
Lassen.....	3	4	4	2
Los Angeles.....	9	13	7	11
Marin.....	2	5	12	17
Mariposa.....	.....	2	2	.....
Mendocino.....	10	6	3	12
Merced.....	4	3	4	11
Mono.....	.....	.....	.....	3
Monterey.....	.....	12	.....	7
Napa.....	12	5	13	12
Nevada.....	10	8	26	16
Placer.....	4	7	8	13
Plumas.....	2	1	8	3
Sacramento.....	9	10	31	33
San Bernardino.....	3	6	4	1
San Diego.....	5	7	11	5
San Francisco.....	.....	.....	.....	.....
San Joaquin.....	10	15	19	19
San Luis Obispo.....	5	4	4	3
San Mateo.....	2	4	13	6
Santa Barbara.....	2	.....	7	7
Santa Clara.....	15	11	53	25
Santa Cruz.....	9	5	19	15
Shasta.....	3	3	4	8
Sierra.....	6	10	12	9
Siskiyou.....	11	10	13	7
Solano.....	7	5	18	21
Sonoma.....	26	25	30	40
Stanislaus.....	7	7	5	6
Sutter.....	3	5	5	5
Tehama.....	6	4	8	9
Trinity.....	3	2	4	3
Tulare.....	6	4	13	6
Tuolumne.....	5	6	5	14
Ventura.....	.....	1	.....	4
Yolo.....	9	13	14	6
Yuba.....	7	8	18	16
Totals.....	271	201	495	509

TABLE No. 7—Continued.

COUNTIES.	NUMBER OF APPLICANTS REJECTED.		NUMBER OF CERTIFICATES RENEWED.	
	1872.	1873.	1872.	1873.
Alameda	6	53	6	4
Alpine .....	.....	.....	.....	.....
Amador.....	2	3	7	6
Butte.....	4	5	8	9
Calaveras	6	2	3	1
Colusa	13	7	.....	.....
Contra Costa.....	6	9	6	5
Del Norte.....	2	1	1	5
El Dorado.....	18	8	.....	1
Fresno.....	.....	.....	2	5
Humboldt.....	6	8	4	6
Inyo .....	.....	2	1	.....
Kern.....	2	4	1	1
Klamath.....	.....	1	.....	1
Lake.....	1	4	7	3
Lassen.....	.....	1	1	2
Los Angeles.....	6	6	1	2
Marin.....	11	21	1	.....
Mariposa.....	.....	3	1	.....
Mendocino	7	2	8	1
Merced.....	5	.....	1	7
Mono .....	.....	7	.....	1
Monterey.....	1	20	2	6
Napa.....	3	8	4	3
Nevada	32	28	2	2
Placer.....	9	11	1	4
Plumas .....	.....	1	1	.....
Sacramento.....	22	28	6	4
San Bernardino.....	1	.....	2	5
San Diego.....	.....	5	1	.....
San Francisco.....	.....	.....	.....	.....
San Joaquin.....	30	37	8	.....
San Luis Obispo.....	6	5	2	2
San Mateo.....	1	1	.....	7
Santa Barbara.....	2	4	2	.....
Santa Clara.....	41	28	3	5
Santa Cruz.....	2	14	17	14
Shasta.....	12	7	2	3
Sierra.....	.....	.....	.....	5
Siskiyou.....	4	5	6	10
Solano.....	8	13	3	9
Sonoma	31	28	25	.....
Stanislaus.....	5	5	4	2
Sutter.....	.....	7	.....	2
Tehama.....	3	3	3	.....
Trinity.....	1	1	2	2
Tulare.....	4	3	1	.....
Tuolumne.....	5	10	.....	1
Ventura .....	.....	1	.....	.....
Yolo.....	18	6	10	10
Yuba.....	10	11	2	4
Totals.....	346	337	168	160

TABLE No. 8.

Statement, by counties, of apportionment of Public School Fund for school years ending June thirtieth, eighteen hundred and seventy-two and eighteen hundred and seventy-three.

COUNTIES.	SEMI-ANNUAL.		Total for 1872.
	August, 1871.	February, 1872.	
Alameda	\$6,137 60	\$12,553 63	\$18,691 23
Alpine.....	137 76	268 63	406 39
Amador	2,093 28	4,326 50	6,419 78
Butte.....	2,562 56	5,691 50	8,254 06
Calaveras.....	2,409 12	4,889 98	7,299 10
Colusa.....	1,487 36	3,481 30	4,968 66
Contra Costa.....	2,791 04	5,595 41	8,386 45
Del Norte.....	295 68	668 30	963 98
El Dorado.....	2,574 88	5,093 09	7,667 97
Fresno.....	814 24	1,775 59	2,589 83
Humboldt.....	1,687 84	3,870 05	5,557 89
Inyo.....	272 16	556 92	829 08
Kern.....	413 28	899 81	1,313 09
Klamath.....	246 40	528 53	774 93
Lake.....	955 36	2,109 74	3,065 10
Lassen.....	477 12	912 91	1,390 03
Los Angeles.....	5,274 08	11,219 21	16,493 29
Marin.....	1,489 60	3,088 18	4,577 78
Mariposa.....	894 88	2,044 22	2,939 10
Mendocino.....	2,373 28	5,208 84	7,582 12
Merced.....	829 92	2,033 30	2,863 22
Mono.....	70 56	170 35	240 91
Monterey.....	3,299 52	7,146 05	10,445 57
Napa.....	1,991 36	4,049 14	6,040 50
Nevada.....	4,391 52	8,893 25	13,284 77
Placer.....	2,418 08	4,756 75	7,174 83
Plumas.....	649 60	1,441 44	2,091 04
Sacramento.....	6,111 84	12,206 38	18,318 22
San Bernardino.....	1,637 44	3,564 29	5,201 73
San Diego.....	1,236 48	3,459 46	4,695 94
San Francisco.....	30,301 60	64,943 42	95,245 02
San Joaquin.....	5,253 92	11,195 18	16,449 10
San Luis Obispo.....	1,428 00	3,037 94	4,465 94
San Mateo.....	1,849 12	3,787 06	5,636 18
Santa Barbara.....	2,382 24	4,931 47	7,313 71
Santa Clara.....	6,863 36	14,285 54	21,148 90
Santa Cruz.....	2,983 68	5,872 78	8,856 46
Shasta.....	1,200 64	2,657 93	3,858 57
Sierra.....	1,252 16	2,367 46	3,619 62
Siskiyou.....	1,789 76	4,368 00	6,157 76
Solano.....	4,151 84	8,814 62	12,966 46
Sonoma.....	6,174 56	12,614 78	18,789 34
Stanislaus.....	1,760 64	3,155 88	4,916 52
Sutter.....	1,373 12	2,657 93	4,031 05
Tehama.....	965 44	2,179 63	3,145 07
Trinity.....	479 36	1,011 19	1,490 55
Tulare.....	1,458 24	3,300 02	4,758 26
Tuolumne.....	2,039 52	4,110 29	6,149 81
Yolo.....	2,326 24	4,603 87	6,930 11
Yuba.....	2,460 64	5,106 19	7,566 83
Totals.....	\$136,517 92	\$287,503 93	\$424,021 85

TABLE No. 8—Continued.

COUNTIES.	SEMI-ANNUAL.		Total for 1873.
	August, 1872.	February, 1873.	
Alameda.....	\$6,150 36	\$13,706 56	\$19,856 92
Alpine.....	131 61	217 33	348 94
Amador.....	2,119 67	4,424 67	6,544 34
Butte.....	2,788 42	5,534 53	8,322 95
Calaveras.....	2,395 73	4,751 72	7,147 45
Colusa.....	1,705 58	3,445 63	5,151 21
Contra Costa.....	2,741 34	5,249 68	8,091 02
Del Norte.....	327 42	664 65	992 07
El Dorado.....	2,495 24	5,053 45	7,548 69
Fresno.....	869 91	1,951 75	2,821 66
Humboldt.....	1,896 04	4,091 29	5,987 33
Inyo.....	272 85	546 49	819 34
Kern.....	440 84	968 49	1,409 33
Klamath.....	258 94	544 38	803 32
Lake.....	1,033 62	2,110 00	3,143 62
Lassen.....	447 26	928 40	1,375 66
Los Angeles.....	5,496 59	13,025 03	18,521 62
Marin.....	1,512 98	3,169 22	4,682 20
Mariposa.....	1,001 52	1,846 25	2,847 77
Mendocino.....	2,551 95	5,211 70	7,763 65
Merced.....	996 17	1,915 88	2,912 05
Mono.....	83 46	183 57	267 03
Monterey.....	3,501 04	7,277 39	10,778 43
Napa.....	1,983 78	4,363 48	6,347 26
Nevada.....	4,357 04	8,817 69	13,174 73
Placer.....	2,330 46	4,703 19	7,033 65
Plumas.....	706 20	1,477 06	2,183 20
Sacramento.....	5,980 23	11,862 42	17,842 65
San Bernardino.....	1,746 24	3,340 13	5,086 37
San Diego.....	1,694 88	2,968 67	4,663 65
San Francisco.....	31,817 52	67,384 96	99,202 48
San Joaquin.....	5,484 82	10,294 69	15,779 51
San Luis Obispo.....	1,488 37	2,962 44	4,450 81
San Mateo.....	1,855 38	4,025 88	5,881 26
Santa Barbara.....	2,416 06	4,855 11	7,271 17
Santa Clara.....	6,998 87	13,579 96	20,578 83
Santa Cruz.....	2,877 23	5,688 56	8,565 79
Shasta.....	1,302 19	2,694 47	3,996 66
Sierra.....	1,159 88	2,128 99	3,288 87
Siskiyou.....	2,140 00	4,747 50	6,887 50
Solano.....	4,318 52	7,971 58	12,290 10
Sonoma.....	6,180 32	12,927 97	19,108 29
Stanislaus.....	1,546 15	3,181 88	4,728 03
Sutter.....	1,302 19	2,770 43	4,072 62
Tehama.....	1,067 86	2,422 28	3,490 14
Trinity.....	495 41	1,071 88	1,567 29
Tulare.....	1,616 77	3,194 54	4,811 31
Tuolumne.....	2,013 74	4,034 32	6,048 06
Yolo.....	2,255 56	4,433 11	6,688 67
Yuba.....	2,501 66	5,089 32	7,590 98
Totals.....	\$140,855 87	\$290,920 50	\$431,776 37

TABLE No. 9.

Statistical table by years, showing the total expenditures for public schools in the State of California, from eighteen hundred and fifty-two to eighteen hundred and seventy-three, the assessable property of the State, and the percentage of expenditures on taxable property.

YEARS.	Total assessable property.	YEARS.	Total expenditures.	Rate per each \$100.
1851.....	\$49,231,000 00	1852.....	\$33,449 00	.0679
1852.....	64,579,000 00	1853.....	65,645 00	.1016
1853.....	95,335,000 00	1854.....	275,606 00	.2890
1854.....	111,191,000 00	1855.....	334,638 00	.3009
1855.....	103,887,000 00	1856.....	305,221 00	.2938
1856.....	95,007,000 00	1857.....	307,832 00	.3240
1857.....	126,059,000 00	1858.....	339,914 00	.2696
1858.....	123,955,000 00	1859.....	427,003 00	.3444
1859.....	131,060,000 00	1860.....	474,263 00	.3618
1860.....	148,193,000 00	1861.....	470,113 00	.3172
1861.....	147,811,000 00	1862.....	441,228 00	.2985
1862.....	160,369,000 00	1863.....	483,407 00	.3014
1863.....	174,104,000 00	1864.....	655,198 00	.3763
1864.....	180,484,000 00	1865.....	883,116 00	.4893
1865.....	183,509,000 00	1866.....	859,229 00	.4680
1866.....	200,000,000 00	1867.....	1,163,348 00	.5816
1867.....	218,949,636 00	1868.....	1,151,407 00	.5255
1868.....	238,210,666 00	1869.....	1,290,585 00	.5418
1869.....	260,563,886 00	1870.....	1,529,047 00	.5868
1870.....	277,538,135 00	1871.....	1,713,431 00	.6572
1871.....	268,709,133 00	1872.....	1,881,333 00	.7001
1872.....	636,378,144 00	1873.....	2,113,356 00	.3321

TABLE No. 10.

Statement by years, showing the total amount of receipts and expenditures for public schools of the State of California, from eighteen hundred and fifty-two to eighteen hundred and seventy-three, inclusive.

YEARS.	Total amount of the State School Fund apportioned.	Total amount raised by county and city taxes.	Total amount raised by rate bills and subscription.
1852.....			\$2,417 00
1853.....			10,626 00
1854.....	\$52,961 00	\$157,702 00	42,557 00
1855.....	63,662 00	119,128 00	39,395 00
1856.....	69,961 00	121,639 00	28,619 00
1857.....	78,057 00	148,989 00	55,035 00
1858.....	53,405 00	162,870 00	85,107 00
1859.....	72,319 00	205,196 00	97,534 00
1860.....	81,118 00	230,514 00	122,858 00
1861.....	81,461 00	241,861 00	114,397 00
1862.....	75,412 00	294,828 00	141,806 00
1863.....	145,537 00	328,554 00	68,209 00
1864.....	132,217 00	260,842 00	84,084 00
1865.....	168,828 00	390,306 00	91,181 00
1866.....	132,410 00	470,668 00	79,600 00
1867.....	268,910 00	595,718 00	81,966 00
1868.....	252,603 00	654,738 00	73,986 00
1869.....	290,796 00	847,229 00	66,531 00
1870.....	360,447 00	839,756 00	63,441 00
1871.....	423,853 00	923,809 00	46,660 00
1872.....	424,022 00	1,249,943 00	232,075 00
1873.....	430,220 00	1,541,597 00	310,502 00
Totals	\$3,658,199 00	\$9,795,887 00	\$1,938,586 00

TABLE No. 10—Continued.

YEARS.	Total amount paid for teachers' sala- ries.	Total amount paid for school houses and sites.	Total amount expended for school pur- poses.
1852.....	\$20,707 00	\$9,775 00	\$33,449 00
1853.....	47,894 00	6,193 00	65,645 00
1854.....	85,860 00	129,677 00	275,606 00
1855.....	181,906 00	76,525 00	334,638 00
1856.....	200,941 00	52,484 00	305,221 00
1857.....	192,613 00	59,743 00	307,832 00
1858.....	204,545 00	88,199 00	339,914 00
1859.....	256,777 00	90,266 00	427,003 00
1860.....	311,165 00	110,352 00	474,263 00
1861.....	311,501 00	101,818 00	470,113 00
1862.....	330,249 00	49,274 00	441,238 00
1863.....	328,338 00	93,931 00	483,407 00
1864.....	411,101 00	167,393 00	656,198 00
1865.....	526,585 00	257,804 00	883,116 00
1866.....	551,462 00	185,056 00	859,229 00
1867.....	696,110 00	238,010 00	1,163,348 00
1868.....	763,639 00	221,118 00	1,151,407 00
1869.....	873,814 00	205,766 00	1,290,585 00
1870.....	976,938 00	339,362 00	1,529,047 00
1871.....	1,103,125 00	390,158 00	1,713,431 00
1872.....	1,282,799 00	290,119 00	1,881,333 00
1873.....	1,434,367 00	374,069 00	2,113,356 00
Totals	\$11,092,536 00	\$3,337,082 00	\$17,198,379 00

TABLE No. 11.

Statistical summary, by years, of the public schools of California, from returns of School Census Marshals and Teachers, from eighteen hundred and fifty-one to eighteen hundred and seventy-three, inclusive.

YEARS.	Number of children listed by Census Marshals.	No. of children enrolled on School Register.	Average daily attendance.	Number of schools.
1851.....	* 5,906	1,846	.....	49
1852.....	* 17,821	3,314	.....	20
1853.....	* 19,442	4,193	2,020	111
1854.....	* 20,075	9,746	4,635	168
1855.....	* 26,077	.....	6,442	227
1856.....	* 30,039	.....	8,495	321
1857.....	* 35,722	17,232	9,717	368
1858.....	* 40,530	19,822	11,183	432
1859.....	* 48,676	23,519	13,364	523
1860.....	* 57,917	26,993	14,754	593
1861.....	* 68,395	31,786	17,804	684
1862.....	* 71,821	36,566	19,262	715
1863.....	* 78,055	36,540	19,992	754
1864.....	* 86,031	47,588	24,794	832
1865.....	* 95,067	50,089	29,592	947
1866.....	† 84,179	50,273	.....	913
1867.....	† 94,213	62,227	.....	1,083
1868.....	† 104,118	† 65,828	† 43,681	1,228
1869.....	† 112,743	† 73,754	† 49,802	1,354
1870.....	† 121,751	† 85,808	† 54,271	1,492
1871.....	† 130,116	† 91,332	† 64,286	1,550
1872.....	† 137,351	† 94,720	† 65,700	1,654
1873.....	† 141,610	† 107,593	† 69,461	1,868

* Between four and fifteen years of age.

† Between five and fifteen years of age.

‡ Including children over fifteen years of age.

TABLE No. 11—Continued.

YEARS.	Number of teachers.	Number children under four years of age.	No. of children under eighteen years of age.	Number pupils in private schools.
1851.....				
1852.....				
1853.....				
1854.....	214			
1855.....	301			
1856.....	392			
1857.....	486			
1858.....	517	23,558	64,088	
1859.....	744	28,300	76,976	
1860.....	831	30,932	88,849	5,438
1861.....	932	35,334	103,729	6,306
1862.....	962	38,127	110,948	6,886
1863.....	919	39,081	117,436	9,158
1864.....	1,079	41,323	128,154	11,359
1865.....	1,155	42,733	137,800	12,478
1866.....	1,263	52,037	136,216	15,671
1867.....	1,389	52,975	147,008	14,026
1868.....	1,590	58,119	162,237	14,820
1869.....	1,687	57,983	170,726	16,273
1870.....	1,869	62,940	184,691	16,198
1871.....	2,052	66,292	196,408	15,524
1872.....	2,301	69,723	207,074	13,787
1873.....	2,336	70,086	211,696	12,507

2 Under five years of age.

|| Under fifteen years of age.

Condition of the School Fund for the twenty-third and twenty-fourth fiscal years.

TABLE No. 12.

Dr.

SCHOOL FUND.

Cr.

June 30th, 1872.....		July 1st, 1871..... June 30th, 1872....	
To warrants issued to County Treasurers on orders of Superintendent of Public Instruction.....	\$420,041 34	By balance	\$08,322 62
To California Teacher.....	4,200 00	By interest on bonds	79,345 00
To certificates of transfer of land location.....	104 00	By receipts from County Treasurers....	350,194 61
To balance.....	98,516 89		
	<u>\$322,862 23</u>		<u>\$322,862 23</u>
June 30th, 1873.....		July 1st, 1872..... June 30th, 1873....	
To warrants issued to County Treasurers	\$422,104 29	By balance	\$08,516 89
To California Teacher.....	4,200 00	By receipts from County Treasurers....	336,050 24
To binding books in office of Superintendent of Public Instruction....	82 15	By interest on bonds	81,795 00
To balance.....	89,915 69		
	<u>\$516,362 13</u>		<u>\$516,362 13</u>

TABLE No. 12—Continued.

Dr.	STATE SCHOOL LAND FUND.			Cr.
July 1st, 1871..... June 30th, 1872.....	To balance..... To warrants issued..... To certificates of transfer..... To balance.....	\$13 90 8,288 61 447 90 91,148 19	June 30th, 1872....	By receipts..... By warrants canceled under Act of February 20th, 1872..... \$99,801 63 96 97
June 30th, 1873.....	To warrants issued..... To warrants issued for purchase of bonds for School Fund..... To certificates of transfer..... To balance.....	\$13,927 08 220,000 00 520 13 30,423 59	July 1st, 1872..... June 30th, 1873....	By balance..... By receipts..... \$91,148 19 173,722 61
		\$264,870 80	July 1st, 1873. ...	By balance..... \$264,870 80 \$30,423 59

TABLE No. 13.

Statement of the bonds held in trust by the State Treasurer for the School Fund.

Bonds of 1870, seven per cent.....	\$236,000 00
Bonds of 1872, seven per cent.....	115,000 00
Funded Debt Bonds of 1873, six per cent.....	1,066,500 00
Total.....	\$1,417,500 00

TABLE No. 14.

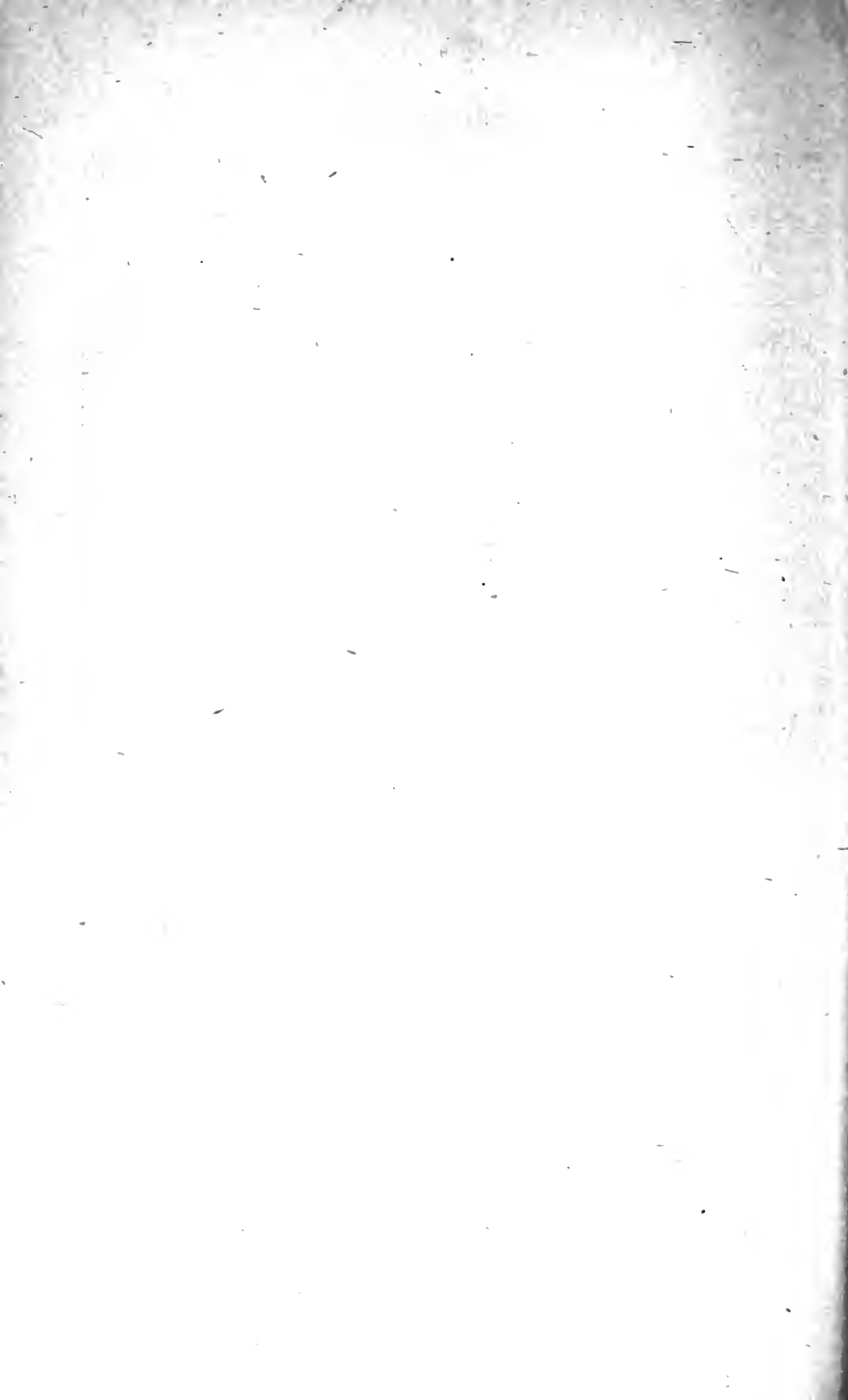
List of County Superintendents whose terms expire in March, eighteen hundred and seventy-four.

COUNTIES.	NAMES.	RESIDENCE.
Alameda.....	Rev. W. F. B. Lynch	East Oakland.
Alpine.....	R. W. Foster	Silver Mountain.
Amador.....	Rev. S. G. Briggs.....	Jackson.
Butte	H. T. Batchelder.....	Oroville.
Calaveras	Edward F. Walker	San Andreas.
Colusa	E. J. Edwards	Colusa.
Contra Costa.....	H. S. Raven	Alamo.
Del Norte.....	John R. Nickel	Crescent City.
El Dorado.....	Whitman H. Hill.....	Placerville.
Fresno	Rev. T. O. Ellis, Sr.....	King's River.
Humboldt.....	James B. Brown.....	Eureka.
Inyo.....	John W. Symmes.....	Independence.
Kern	J. H. Cornwall.....	Linn's Valley.
Klamath....	A. Hartz.....	Sawyer's Bar.
Lake.....	Mack Matthews.....	Lower Lake.
Lassen	Z. N. Spaulding	Susanville.
Los Angeles.....	W. M. McFadden.....	Annheim.
Marin.....	Samuel Saunders.....	San Rafael.
Mariposa.....	David Egenhoff	Mariposa.
Mendocino.....	J. W. Covington.....	Ukiah City.
Merced	Jno. K. Law.....	Merced City.
Mono	J. S. Kikendale.....	Coleville.
Monterey	S. M. Shearer.....	Salinas City.
Napa	Rev. G. W. Ford	Napa.
Nevada	B. J. Watson.....	Nevada City.
Placer	John T. Kinkade.....	Auburn.
Plumas	J. A. Edman	Mendow Valley.
Sacramento	Samuel H. Jackman	Sacramento.
San Bernardino	John Brown, Jr.....	San Bernardino.
San Diego.....	B. S. McLafferty.....	San Diego.
San Francisco.....	J. H. Widber.....	San Francisco.
San Joaquin.....	W. R. Leadbetter.....	Stockton.
San Luis Obispo.....	P. A. Forrester	Cambria.
San Mateo.....	H. E. Jewett.....	Redwood City.
Santa Barbara.....	J. C. Hamer.....	Santa Barbara.
Santa Clara	George F. Baker.....	San José.
Santa Cruz.....	H. E. Makinney	Santa Cruz.
Shasta	W. L. Carter	Shasta.
Sierra.....	A. M. Phalin	Port Wine.
Siskiyou	Grove K. Godfrey.....	Yreka.
Solano	William H. Fry	Elmira.
Sonoma	George W. Jones	Santa Rosa.
Stanislaus	James Burney.....	Modesto.
Sutter.....	J. H. Clark.....	Yuba City.
Tehama	F. A. Vestal.....	Tehama.
Trinity.....	William Lovett.....	Weaverville.
Tulare	S. G. Creighton	Visalia.
Tuolumne	John York, Jr.....	Sonora.
Ventura	S. S. F. Buckman.....	San Buenaventura.
Yolo	Giles N. Freman.....	Woodland.
Yuba	Thomas H. Steel.....	Marysville.

TABLE No. 15.

List of County Superintendents elected September third, eighteen hundred and seventy-three, and their Post Offices.

COUNTIES.	NAMES.	POST OFFICE.
Alameda	Rev. W. F. B. Lynch.....	East Oakland.
Alpine	A. C. Pratt.....	Monitor.
Amador.....	Rev. S. G. Briggs.....	Jackson.
Butte	H. T. Batchelder.....	Oroville.
Calaveras	J. B. Garvey.....	Angels.
Contra Costa.....	A. Thurber.....	Pacheco.
Colusa	J. E. Putnam.....	Colusa.
Del Norte.....	Max Lippowitz.....	Crescent City.
El Dorado.....	Jno. Munson.....	Placerville.
Fresno.....	Rev. T. O. Ellis, Sr.....	King's River.
Humboldt.....	E. C. Cummings.....	Ferndale.
Inyo	George H. Hardy.....	Independence.
Kern.....	L. A. Beardsley.....	Bakersfield.
Klamath.....	S. L. Finley.....	Sawyer's Bar.
Lake.....	Louis Wallace.....	Middletown.
Lassen.....	Z. N. Spalding.....	Susanville.
Los Angeles.....	George H. Peck.....	El Monte.
Marin	Samuel Saunders.....	San Rafael.
Mariposa.....	David Egenhoff.....	Mariposa.
Mendocino	J. H. Seawell.....	Ukiah City.
Merced.....	B. F. Fowler.....	Snelling.
Mono.....	E. R. Miner.....	Benton.
Monterey.....	R. C. McCroskey.....	Salinas City.
Napa	Rev. G. W. Ford.....	Napa.
Nevada	Frank Power.....	North San Juan.
Placer.....	John T. Kinkade.....	Auburn.
Plumas.....	W. S. Church.....	Quincy.
Sacramento.....	Dr. G. R. Kelly.....	Sacramento.
San Bernardino.....	Henry Goodcell, Jr.....	San Bernardino.
San Diego.....	J. H. S. Jamison.....	North San Diego.
San Francisco.....	James Denman.....	San Francisco.
San Joaquin.....	T. O. Crawford.....	Stockton.
San Luis Obispo.....	James M. Felts.....	Cambria.
San Mateo.....	C. G. Warren.....	Redwood City.
Santa Barbara.....	Rev. J. C. Hamer.....	Santa Barbara.
Santa Clara.....	J. G. Kennedy.....	San José.
Santa Cruz.....	W. H. Hobbs.....	Sequel.
Shasta.....	L. K. Grim.....	Shasta.
Sierra.....	A. M. Phalin.....	Port Wine.
Siskiyou.....	William Duenkel.....	Yreka.
Solano	C. W. Childs.....	Suisun City.
Sonoma	A. C. McMeans.....	Santa Rosa.
Stanislaus	James Burney.....	Modesto.
Sutter	M. C. Clark.....	Yuba City.
Tehama.....	Charles D. Woodman.....	Tehama.
Trinity.....	Hiram H. Bragdon.....	Weaverville.
Tulare.....	R. P. Merrill.....	Porterville.
Tuolumne.....	John Murnan.....	Sonora.
Ventura.....	F. S. S. Buckman.....	San Buenaventura.
Yolo	G. N. Freman.....	Woodland.
Yuba.....	Th. H. Steel.....	Marysville.



II.—STATE BOARD OF EDUCATION.

III.—STATE BOARD OF EXAMINATION.

STATE BOARD OF EDUCATION.

The State Board of Education, as now constituted, consists of nine ex officio members, viz.: The Governor, Superintendent of Public Instruction, the Principal of the State Normal School, and the County Superintendents of San Francisco, Sacramento, Santa Clara, San Joaquin, Alameda, and Sonoma.

The Board, as it now stands, is composed of the following gentlemen: Governor Newton Booth, President; Hon. Henry N. Bolander, Superintendent of Public Instruction, Secretary; Professor Charles H. Allen, Principal of the State Normal School; J. H. Widber, Esq., of San Francisco; Samuel H. Jackman, Esq., of Sacramento; Geo. F. Baker, Esq., of Santa Clara County; W. R. Leadbetter, Esq., of San Joaquin County; Rev. W. F. B. Lynch, of Alameda County; Geo. W. Jones, Esq., of Sonoma County. Of these, Messrs. Widber, Jackman, Baker, Leadbetter, and Jones, will retire March first, eighteen hundred and seventy-four, and their places assumed by Messrs. James Denman, G. R. Kelly, J. G. Kennedy, T. O. Crawford, and A. C. McMeans, County Superintendents elect of San Francisco, Sacramento, Santa Clara, San Joaquin, and Sonoma Counties, respectively.

The principal work of the Board has been the revision of the course of studies adopted in eighteen hundred and seventy. The following are the principal alterations made by the revised course of studies:

1. In reading, the Fourth and Fifth Readers are to be completed each in two years, instead of one, as formerly. The Sixth Reader has been discontinued, except in the *advanced grade*.

This change was imperatively demanded. Both the Fourth and the Fifth Readers are so voluminous that no child could master either of them in a ten months' term of school.

2. In spelling, the spelling books have been discontinued, and the minimum requirement is now that the child be taught to spell orally, or write at dictation, any word or paragraph of the reading lessons and the technical words used in the several branches taught.

The reason for this change from spelling-book lesson to the spelling of the words with which the child becomes practically acquainted in reading, writing, and studying, is obvious. Spelling isolated words, as they are usually arranged and grouped in spelling books, is a mere waste of time. It has a tendency to accustom pupils to use words, or read words, without associating a meaning with them; for isolated words

awaken and produce no ideas; and, because they do not, pupils have no use for them, are not interested in them. Being mere empty, meaningless signs, they are speedily eliminated, rejected, and forgotten. The only logical and effective method of teaching spelling is to teach it in connection with every lesson in reading, history, geography, etc. In pursuing this consistent course, we accustom pupils to take notice of the orthography of words at all times, and not at stated spelling lessons only.

"In Scotland," says Horace Mann, "the spelling-book is called the 'spell book,' and we ought to adopt that appellation here, for, as it is often used with us, it does cast a spell over the faculties of children, which generally they do not break for years, and oftentimes, we believe, never. If any two things on earth should be put together, and kept together, one would suppose that it should be the idea of a thing and the name of a thing. The spelling-book, however, is a most artful and elaborate contrivance, by which words are separated from their meanings, so that the words can be transferred into the mind of the pupil, without permitting any glimmer of their meaning to accompany them. A spelling-book is a collection of things without the thing signified—of words without sense—a dictionary without definitions. It is a place where words are shut up and impounded so that their signification can not get at them; yet formerly it was the almost universal practice—and we fear it is now nearly so—to keep children two or three years in the spelling-book, where the mind's eye is averted from the object, qualities, and relation of things, and fastened upon a few words, of themselves wholly uninteresting."

3. Arithmetic, in the old course, was taught, during the first school year, by use of objects, as beans, marbles, numeral frames, etc.; Arabic and Roman numerals to ten, might be taught from blackboard; counting to one hundred. The revised course provides that clear and ready perceptions of numbers from one to ten are to be developed by use of objects, and at every successive step all possible additions, subtractions, multiplications, and divisions of integral numbers are to be learned within each limit as it is reached.

For the second school year, the old course taught Roman numerals to fifty, counting by twos, threes, fives, and tens to two hundred; adding and subtracting to fifty, using no figure larger than six. The revised course requires exercises, mental and written, in addition, subtraction, multiplication, and division of numbers, from ten to twenty-five, in continuation of the work laid down for the preceding year; clear and ready perceptions of numbers from ten to one hundred. The child having obtained clear perceptions of the enumeration of tens, the same work must be performed upon them which, in the preceding year, was performed upon units, but with this difference: that while tens are to be added to tens, or subtracted from tens, they are to be multiplied or divided by no number exceeding nine.

In the third school year, the old course introduced Robinson's Progressive Primary Arithmetic to page forty-two; required counting by twos, fives, tens, and twenties to two hundred, forward and backward; Roman numerals to two hundred. The revised course retains the textbook, at option of teacher, and requires exercises in notation and numeration to one thousand; exercises, mental and written, in addition, subtraction, multiplication, and division of numbers within one hundred, the sum or product in no case to exceed one hundred; in addition, subtraction, and multiplication the units to be added, subtracted, or multi-

plied first, then the tens; principles of carrying forward and borrowing illustrated; in division, the tens to be divided first, then the units; multiplier and divisor not to exceed nine; same operations to be performed upon hundreds as performed in preceding years upon units and tens; ideas of vulgar fractions to be developed, notation of same to be taught to ninths; same operations upon these fractions as upon the numbers from one to ten in the first school year; Roman numerals to C.

For the fourth year, the old course provided Robinson's Progressive Primary completed; multiplication table taught forward and backward as far as six times twelve; slate and blackboard drill exercises in addition, subtraction, multiplication, and short division daily. The revised course provides numeration and notation to millions; exercises in addition, subtraction, multiplication, and division of numbers to one million, multiplier and divisor not to exceed nine; reduction of mixed numbers to improper fractions, and the contrary; division of fractions having one for numerator by whole numbers (divisor not to exceed nine), illustrated objectively; Roman numerals finished; Robinson's Progressive Primary Arithmetic finished, at option of teacher.

For the remaining school years the revised course remains the same as the old course, except that Robinson's Rudiments of Arithmetic has been substituted for the Progressive Practical, in the fifth and sixth school years.

Mental arithmetic holds the first place in importance in every day life; for the greatest part in common business computations is done without the aid of paper, slate, or pencil. Accuracy in analysis, and facility in computation, are the aims of the study of mental arithmetic; and the analysis of the examples in mental arithmetic are usually the best means of leading to a solution of the more difficult problems of written arithmetic. Hence, mental and written arithmetic should be always combined.

Whilst written arithmetic is, so to say, reduced to a secondary position, yet it is of the utmost importance to teach it—on the slate and blackboard, from the lowest class upwards. The analysis furnished by mental arithmetic should be frequently written out in full, so as to serve as a model for the solution of more difficult problems in written arithmetic involving the same principle. But the rule must be always, that every example in written arithmetic which readily admits of it, should be solved without the aid of slate and pencil.

The child is not to be taught, *cannot* be taught, the science of number. The child can deal with number only as a property of bodies. Hence, the child's ideas of number are dependent on the actual presentation of objects; and every step in arithmetic must be illustrated by the things which the child sees about it. Every relation between numbers, every principle of arithmetic, whether of numeration or of one of the four fundamental operations, must be taught by the help of objects, such as the balls of the abacus, marbles, pencils, sticks, or marks on the blackboard, etc. In the first school year *units* are considered; in the second school year *units* are grouped in *tens*, and *tens* are considered; in the third school year *tens* are grouped into *hundreds*, and *hundreds* are considered. To teach, as above indicated, in the first school year single objects are presented to the class; in the second school year, groups of objects consisting of ten each; in the third school year, groups of objects consisting of one hundred each.

Under the old course, arithmetic was seldom taught until the child was old enough to use a text-book; and there were plenty schools in

which pupils of three or four years standing, and who were reading in the Third or Fourth Reader, had received no instruction whatever in arithmetic, except, perhaps, in counting to one hundred. When arithmetic was taught, it was mainly by requiring pupils to memorize tables and combinations. Thus, addition, subtraction, multiplication, and division, were taken in their regular order. First, in the Primary Arithmetic, then in the Intellectual, and thirdly, in the Practical. Each of them began with addition, and every year or two, the pupil found himself confronted by the old processes in their regular order. Grube, Wiedeman, and others, proposed a different system. Grube, 'within the limits of the small numbers, took up each of them, commencing with 1, and taught the child all there is to know about it, before he passed over to another number. Treating, for instance, the number 2, he made the children perform all the operations that are possible within the limits of this number, no matter whether, in the usual classification, they are called addition, subtraction, multiplication, or division. The child had to see and to keep in mind that $1+1=2$, $2 \times 1=2$, $2-1=1$, $2 \div 1=2$, etc. The whole circle of operations up to 2 was exhausted, before the child progressed to the consideration of the number 3, which was to be treated in the same way. Why adhere to the more scientific categories of addition, etc., in the primary grade, when they do not help to make the subject any clearer to the child? The first four processes are naturally connected, and will appear so in the child's mind. If you take away 1 from 2, and 1 remains, the child, from knowing this, also understands implicitly the opposite process of adding 1 to 1, and its result. Multiplication and division are, in the same way, nothing but another way of adding and subtracting, so that we might say one operation contains, and may be shown to contain, all the others. 'You must teach the child to know the numbers in some one way or other,' says Grube, 'but to know a number really means to know also its most simple relations to the numbers contained therein.' Any child, however, who knows a number and its relation, must be also able to perform the operations of adding, subtracting, etc., with it, for they are the direct result of comparing or 'measuring' two numbers with each other. Only when the child can perform all these operations, for instance, within the limits of 2, can it be supposed really to have a perfect knowledge of this number. So Grube takes up one number after the other, and compares it with the preceding ones, in all imaginable ways, in regard to addition, subtraction, multiplication, and division. This comparing, or 'measuring,' takes place always on external, visible objects, so that the pupil can see the objects, the numbers of which he has to compare with each other.'—[Louis SOLDAN, Assistant Superintendent of Saint Louis Public Schools.]

This method of teaching arithmetic rests not only on a sound philosophical basis, but it has proved superior in practice to the methods in use before its invention. To illustrate the method, an outline is given of the work required to be gone through with in the first three school years.

Instead of first teaching to count from 1 to 2, and then to add from 1 to 10, etc., the number 2 is first taken, then the number 3, then 4, and so on, counting as far as each, adding, subtracting, multiplying, and dividing each, in every way possible, without using any figure not yet reached.

In this method there are ten steps for mental reckoning, and twelve for slate exercises, thus:

A. Mental exercises (take the number 3, for example):

1. Making the number. ($1 + 1 + 1$.)
2. Counting forwards. (1, 2, 3.)
3. Counting backwards. (3, 2, 1.)
4. Addition. ($2 + 1$. $1 + 2$.)
5. Subtraction. ($3 - 1$. $3 - 2$. $3 - 3$.)
6. Multiplication. (3×1 . 1×3 .)
7. Analysis. ($3 = 2 + 1$. $3 = 1 + 1 + 1$.)
8. Division. ($3 \div 3$. $3 \div 2$.)
9. Comparison. (3 is one more than 2; 2 more than 1.)
10. Illustrative problems. (Charles has 2 slates and has bought 1 more; how many slates has Charles now?)

B. Slate exercises.

11. Most of the above exercises, with various marks.

(| | | = | | |. | + | | = | | |.)

12. The same in figures. ($2 + 1 = 3$. $1 + 2 = 3$.)

It is considerable work to thoroughly go through these exercises on every number from 1 to 10, but it can be completed in the first school year; and, being done, we may be assured that the pupils will not only have a satisfactory idea of these numbers, but will also have laid a good foundation for their future progress in arithmetic.

PRACTICAL ILLUSTRATION OF THIS METHOD, TAKING THE NUMBER TWO.

A.—Mental Exercises.

I. COMPOSING THE NUMBER.—Show me one hand. How many hands are there? There is one hand. Can you show me one hand more? Repeat: there is one hand more. How many hands are there now? How many hands have you then? We have two hands. The same exercise with arms, eyes, cheeks, ears, etc.

How many ears has a cat? A cat sometimes catches a little mouse. How many ears does the mouse have? etc., etc.

II. COUNTING FORWARDS.—I place one soldier on the desk, and at a little distance two soldiers. How many soldiers are here? Two. Repeat: there is one soldier, there are two soldiers.

The same exercise with balls on the abacus, and with other objects.

Blackboard.—I write one dot, and at a little distance, two dots. How many dots are here? One. How many here? Two. Now, we will count quickly: one, two. What comes first? One. What next? Two.

We have now counted. What have we done? Because we first said the *smaller* number, one, and then the number that means more than one, two, we say we have counted *forwards*. What do we say? Now, count forwards once more. Again, louder.

III. COUNTING BACKWARDS.—Watch closely what I am going to do. How many balls have I here? Two. How many here? One. How many came first? Two. How many next? One. When we count this way which number must we take first? Two. Which then? One. So, now we count two, one. Count that way yourselves. This time we have said the *larger* number first, and then the smaller, have we not?

The same with other objects. Repeat this many times, always with new objects.

On the Blackboard.—How many crosses have I made here? Two. How many here? One. Which do we take first, the most crosses, or the fewest? The most. And then? The fewest.

When we count this way, first saying the greater number, and then the smaller, we count *backwards*. What do we do? You may count backwards once.

The same with other marks.

Now let us see if we can count *forwards* again. Give attention to what I write on the blackboard. (| | | .) Count. Look again. (| | |) How must you count this? Backwards. Count.

IV. ADDITION.—Hold up one hand. How many hands are there? Hold up one hand more. Repeat: Here is one hand more. How many hands are there in all? Repeat: One hand and one hand more are two hands.

The same with other objects; but always let the answers be given in a complete sentence, thus: One finger and one finger more are two fingers. One soldier and one soldier more are two soldiers. One ball and one ball more are two balls.

On the Blackboard.—What have I made on the blackboard now? (One ring.) What have I made again? (One ring more.) How many rings are there in all? One ring and one ring more are two rings. Repeat it after me. One line and one line more are two lines. One dot and one dot more are two dots. One cross and one cross more are two crosses.

But we can say this a shorter way; we can say, one and one are two. What can we say?

V. SUBTRACTION.—How many fingers am I holding up? Two. How many fingers are there then? Two. Now, watch carefully. (I bend one finger slowly down.) Are there two fingers now? No. How many are there? One. How many fingers have I taken away? One. How many fingers remain then if you take one finger from two fingers? When you take one finger from two fingers, one finger remains.

The same with other subjects.

We can say this a shorter way, also; we can say: one from two leaves one; or, two less one is one.

Two boys. How many boys do you see by me? Two. I will put one of them behind the door. How many do you see now? One. How many boys less than there were? One. How many were there at first? Two. When there is one boy less there is only one boy; so we can say: two boys less one boy leaves one boy. Repeat that. Or we can say it shorter: two less one is one. How can we say it?

Look at something quite new which I am going to show you.

How many books have I in my hand? Two. I lay them away one at a time. How many books have I in my hand now? Not any. How is that? Because you have just put them away. How many books did I have? Two. And how many have I laid away? Two. And how many books are left? None. Then if I have two books and take two away, how many books have I left? None.

Boys, pencils, rulers, etc.

We can say this shorter, also: We can say, two from two leaves nothing; or, two less two is nothing.

On the Blackboard.—How many apples have I drawn? Two. How many have I erased? One. How many are still there? One. (Draw trees, stars, etc.) As before: one from two leaves one.

How many straight lines have I made now? Two. How many have I erased? Two. How many are still left? None. (Dots, rings, etc.) As before: two from two leaves nothing.

Review.—How many are left when you take two away from two? How many when you take only one from two? When you take one from one?

VI. ANALYSIS OF THE NUMBER.—How many balls are on this corner of the abacus? Two. The two balls are so close to each other that they look as if they had grown together, do they not? But look, I can separate these into two parts. How many are in this part? One. And how many in the other part? One. If I shove them together we shall have a whole two again. So the number two is made of two parts. Of how many parts is two made? Each part is one ball; therefore I can say, two balls is one ball and one ball more. (Pencils, etc.)

We can say this shorter: We can say, two is one and one more.

Blackboard.—Make two straight lines. How many lines do you see? I will tie them together so that it will be a whole two. (II) Into how many parts could we divide this two? Into two parts. Let us do it. (| |) Of what is this two made? Of one and one.

VII. MULTIPLICATION.—We have seen that two is made from one and one. I will show it to you again. (Two balls close together.) That is a whole two. (Separate the two balls.) How many balls are here? One. How many here? One. Then there is one here and one here; there is only one ball each time. *Here* is once one ball, and *here* is once one ball. How many times, then, can you see one ball? Two times. And two times one ball are how many balls? Two balls. Repeat after me: Two times one ball are two balls. We can also say it shorter, thus: two times one are two. Repeat that after me. (The same with blocks, etc.)

On the Blackboard.—Make a ring on the blackboard. How many rings have I made? You have made one ring. How many times have I made one ring? You have made one ring once. So that is once one ring. (Make another ring.) How many times have I made one ring now? You have made one ring two times. And two times one ring are how many rings? Two times one ring are two rings. Said shorter it is thus: two times one are two. Repeat it after me. Once more. Once again.

VIII. DIVISION.—James, come here to me. Take these two pencils; hold them up high. How many pencils has James? Two. Charles and John, come here. You shall divide these pencils between you. How many pencils has James? Two. How many boys are to divide these pencils between them? Two. Divide them. Hold them up high so that we can see how many each one has. How many has Charles? One. How many pencils has John? One. Then when two boys divide two pencils between them, how many does each boy receive? One. Repeat this together: If two boys divide two pencils between them, each boy receives one pencil. (Balls, slates, pens, etc.)

Result: When two is divided by two, each has one.

Blackboard.—Draw two apples not very near together. How many apples are there? Two. Frank and Willie, come here; you may divide these two apples between you. How many apples are there. Two. How many boys are to divide these two apples? Two. Now divide them. How many will Frank have? One. Let him put his finger on his apple. How many can Willie have? One. Let Willie put his finger on his apple. When two boys divide two apples between themselves,

now many apples does each receive? One. When two is divided by two, each has one. Repeat it again.

IX. COMPARISON.—I call out two children and give one ball to one and two balls to the other. How many balls has Lizzie? One. How many has Mary? Two. Who of the two has the most? Mary. How many balls has Mary? Two. And Lizzie has only how many balls? One. How many has Mary more than Lizzie? Mary has one more. Then the one that has two has one more than she that has one. Repeat that after me. The one that has two, etc. How many more is two than one? Two is one more than one. (The same with other things.)

Now tell me who of the two little girls has the least number of balls? Lizzie. How many balls has Lizzie? One. How many balls has Mary? Two. How many balls has Lizzie less than Mary? Lizzie has one less. Then she that has one ball has one ball less than she that has two balls. Repeat: she that has one ball, etc. How much less than two balls is one ball? One ball is one less than two balls. We say it shorter in this way: one is one less than two.

Blackboard.—(Make one straight line, and at a little distance two straight lines). How many lines are here? One. How many there? Two. How many more lines there than here? One. Then two lines are how many more than one line?

Result: two is one more than one.

I draw one tree and at a little distance two trees. How many trees are here? One tree. How many there? Two trees. How many less trees here than there? One tree less. One tree, then, is how much less than two trees? One tree is one tree less than two trees. Shorter: one is one less than two.

X. ILLUSTRATIVE PROBLEMS.—Charles had one slate, and his father gave him one slate more; how many slates had Charles then? In a garden were two apple trees; the wind blew down one of the apple trees; how many apple trees were left standing? Alfred went fishing, and twice he caught one fish; how many fishes did Alfred catch in all? If two little boys divide two marbles between them, how many marbles will each boy have? Benjamin had one picture-book and Jacob had two picture-books; how many more picture-books had Jacob than Benjamin?

B.—*Slate Exercises.*

I. COMPOSING NUMBERS.—Make one straight line. Make one other straight line. How many straight lines have you made? (Dots, crosses, etc.)

II. COUNTING FORWARDS.—Make one dot. Make two dots a little way from the one dot. How many dots stand first? How many next? One, two. (Rings, etc.)

III. COUNTING BACKWARDS.—Make two crosses on your slates. Make one cross a little below the two crosses. How many crosses stand first? How many next? Two, one.

IV. ADDITION.—If the children are to reckon on their slates in the four rules from one to ten, it is necessary for them to become acquainted with the four signs: $+$ $-$ \times \div . This should be taught immediately with the operations on the number two. I tell them that $+$ means "and" or "add to;" that $-$ means "to take away," and is read *minus*; that \times means so many times as the number expresses which stands next to it; that \div means we are to divide; and that $=$ means is, are, remains, etc., and is read *equal*.

Although they do not learn immediately, and perhaps not readily, what these signs mean, yet, as a general thing, they learn them after a little time without much trouble.

For example: Make one straight mark; then make a cross; then another straight mark; then $=$. How are you to read this example? One straight mark and one straight mark are. And how much are one and one? Two. Very well; now write these two straight marks at the end: $| + | = | |$. (Dots, rings, etc.)

V. SUBTRACTION.—Make two dots near together; after them make a short horizontal line ($-$); after that make one dot; then make two horizontal lines after the one dot. Tell me what the one horizontal line means. It means take away. Read the example to me. How many shall we take away? One. From what shall we take away the one dot? From the two dots. How many dots will remain? We will write the number of dots that remain after the two horizontal lines: $.. - . = .$

Of course the teacher is also to write all this, at the same time as the pupils, on the blackboard.

VI. ANALYSIS.—We have already learned what makes the number two. What is the number two made of? One and one. We will now make the number two on the blackboard and slates. Make two straight marks; after them make two short horizontal lines. What is it that makes the number two? We will write that next. First make one straight mark. What sign means "and?" A cross. Make such a cross. Now it is read "two is one and." What must we add to that? One straight mark more. Make it. Let us read this example: $| | = | + |$.

VII. MULTIPLICATION.—How many was two times one? Two. Let us write that on the slate. Make two straight marks. That is a two. Now we will make a cross of two slanting lines (\times). This cross tells us that we shall take some number as many times as the number that stands before the cross. In short, this sign means "time" or "times." Tell me what you have on your slates now. Two times. Now make one straight mark more, and after it two short horizontal lines. Read what you have on your slates now. Two times one is. Tell me, how much is two times one? Two. Very well. So we have only to put two more straight lines at the end of what we have written and it is finished. Read the whole of what you have written. $| | \times | = | |$.

VIII. DIVISION.—Do you remember how much each one receives when you divide two things between two persons? One thing. When we wish to divide anything we make this sign: \div . What does this sign tell us to do? To divide. Now, make two straight marks on your slates. These two marks are to be divided; therefore, what sign must we write after them? Two dots, with a horizontal line between them. These two marks are to be divided into two parts; therefore, after the sign you must write two marks and then two straight horizontal lines. How must you read what you have written? Two divided into two parts. How much will there be in each part? One. Then what must we write at the end? One mark. Read what you have written: $| | \div | | = |$.

IX. THE FIGURES.—Make two dots, rings, etc. How many dots are there? Two. Then that is the number two. But grown people write the number two another way; they write it like this: 2. How many does this figure (2) mean? It means two. Now write a two as grown people write it.

Again; How many hands have you? Two. If you wished to write that, how many straight marks would you have to make? Two. But

your mother would write it another way. If she wishes to write that there are two eggs in the closet, she does not make two straight marks, but she make the figure two, thus: 2. This figure means just the same as the number two or as two straight lines. It makes no difference whether we write two straight marks, two rings, two dots, or the figure 2.

C. *Written Arithmetic with Figures.*

I. ADDITION.—You have learned to make two figures; what are they? One and two. Let us try to write with these figures. Pay attention. I write: $1+1=$. Read what I have written. One and one is How much is one and one? Two. What figure must I write at the end? A two. $1+1=2$. You may now write the same on your slates.

II. SUBTRACTION.—I write the figure 2. How much does that figure mean? It means two. I write a horizontal line thus, — after the figure 2. What does that horizontal line mean? It means to take away from. I now write the figure 1 and two horizontal lines after it. How shall we read what I have written? Two, one taken away, is; or, two minus one is. What remains when I take one away? One remains. Then what figure must I write at the end? The figure 1. $2-1=1$. You may now read it.

III. ANALYSIS.—What is it that makes two? One and one. Let us write that with figures. Make the figure 2. After the figure make two short horizontal lines, thus: $=$. You say two is made from one and one; how many ones must we then make after what we have already written? Two ones. Make them. I also make them, but write them purposely, thus: 1 1. Read that. One, one. But it must be one and one. What sign must we put between the ones? A cross. Make a cross (+) between the figures. How must we read the whole of what we have written? Two is one and one; or, two equals one and one. $2=1+1$.

IV. MULTIPLICATION.—Let us now reckon how many times one is. How much is it? Two. Let us first write it with straight marks, as we did before, thus: $|| \times || = ||$. How do we read that? We will now try to write it in figures. What shall we write first? A figure 2. What next? The sign for "times." What next? A figure 1. How do you read that? Two times one. Now write two short horizontal lines. How much is two times one? Two. Then what must we write last? Two. $2 \times 1 = 2$. You may now write it on your slates.

V. DIVISION.—Now we will divide; and let us try that also with figures. How was the sign of dividing or division made? Two dots with a horizontal line between them. We want to divide two cherries between two boys. We must first write what we wish to divide: $2 \div$. How many boys are to divide them? Two. What figure must we next write? The figure 2. $2 \div 2$. Read what we have now written. Two divided by two. Make two short horizontal lines. How many cherries will each boy receive? One cherry. Therefore, what figure must we write at the end? The figure 1. $2 \div 2 = 1$. Very well. You may now write it on your slates.

The foregoing is sufficient to show the method to be applied successively to each number from one to ten. Such teaching is indeed a hard task for the teacher's voice; but the arithmetic lesson must ever be considered the hardest in the lower classes, for, added to the great strain on the teacher's vocal powers, it is very difficult to maintain order and

the usual school discipline and at the same time to keep the young minds interested and enthusiastic in the lesson. Moreover, it looks more difficult on paper than it is in practice. Again, no method can be exactly suited to every teacher; the individuality of the teacher must always have scope; let the teacher only never neglect thoroughness, perception, and variety of application.

The following tables will give an idea of how the exercises on the slate should be performed, both with straight marks and figures, taking the number six as an example:

A. WITH STRAIGHT MARKS.

1. *Composing the number.*

1 1 1 1 1 1

2. *Counting forwards.*

1	1 1	1 1 1	1 1 1 1	1 1 1 1 1	1 1 1 1 1 1	1
						1 1
						1 1 1
						1 1 1 1
						1 1 1 1 1
						1 1 1 1 1 1

3. *Counting Backwards.*

1 1 1 1 1 1	1 1 1 1 1	1 1 1 1	1 1 1	1 1	1	1 1 1 1 1 1
						1 1 1 1 1
						1 1 1 1
						1 1 1
						1 1
						1

4. *Addition.*

1+1	1+1 1	1+1 1 1	1+1 1 1 1	1+1 1 1 1 1	1+1 1 1 1 1 1
1 1+1	1 1+1 1	1 1+1 1 1	1 1+1 1 1 1	1 1+1 1 1 1 1	
1 1 1+1	1 1 1+1 1	1 1 1+1 1 1	1 1 1+1 1 1 1	1 1 1+1 1 1 1 1	
1 1 1 1+1	1 1 1 1+1 1	1 1 1 1+1 1 1	1 1 1 1+1 1 1 1	1 1 1 1+1 1 1 1 1	
1 1 1 1 1+1	1 1 1 1 1+1 1	1 1 1 1 1+1 1 1	1 1 1 1 1+1 1 1 1	1 1 1 1 1+1 1 1 1 1	

5. *Subtraction.*

1-1	1 1-1 1	1 1 1-1 1 1	1 1 1 1-1 1 1 1	1 1 1 1-1 1 1 1 1
1 1-1	1 1 1-1 1	1 1 1 1-1 1 1	1 1 1 1 1-1 1 1 1	1 1 1 1 1-1 1 1 1 1
1 1 1-1	1 1 1 1-1 1	1 1 1 1 1-1 1 1	1 1 1 1 1 1-1 1 1 1	1 1 1 1 1 1-1 1 1 1 1
1 1 1 1-1	1 1 1 1 1-1 1	1 1 1 1 1 1-1 1 1	1 1 1 1 1 1 1-1 1 1 1	1 1 1 1 1 1 1-1 1 1 1 1
1 1 1 1 1-1	1 1 1 1 1 1-1 1	1 1 1 1 1 1 1-1 1 1	1 1 1 1 1 1 1 1-1 1 1 1	1 1 1 1 1 1 1 1-1 1 1 1 1
1 1 1 1 1 1-1	1 1 1 1 1 1 1-1 1	1 1 1 1 1 1 1 1-1 1 1	1 1 1 1 1 1 1 1 1-1 1 1 1	1 1 1 1 1 1 1 1 1-1 1 1 1 1

6. *Analysis.*

1 1 1 1 1 1=1+1+1+1+1+1	1 1 1 1 1 1=1 1 1+1 1+1
1 1 1 1 1 1=1 1+1+1+1+1	1 1 1 1 1 1=1 1 1+1 1 1
1 1 1 1 1 1=1 1+1 1+1+1	1 1 1 1 1 1=1 1 1 1+1+1
1 1 1 1 1 1=1 1+1 1+1 1	1 1 1 1 1 1=1 1 1 1 1+1 1
1 1 1 1 1 1=1 1 1+1 1+1	1 1 1 1 1 1=1 1 1 1 1 1+1

7. *Multiplication.*

1×1	1×11	1×111	1×1111	1×11111	1×111111
11×1	11×11	11×111			
111×1	111×11				
1111×1					
11111×1					
111111×1					

8. *Division.*

11÷11=1	111÷111=1	1111÷1111=1
111÷11=1.	1111÷111=1.	11111÷1111=1.
1111÷11=11	11111÷111=11	111111÷1111=11
11111÷11=11.	111111÷111=111	1111111÷1111=111
111111÷11=111	1111111÷111=1111	
	11111111÷1111=1111	

9. *Comparison.*

11 is 1 more than 1	111 is 11 more than 1
111 is 1 more than 11	1111 is 11 more than 11
1111 is 1 more than 111	11111 is 11 more than 111
11111 is 1 more than 1111	111111 is 111 more than 1111
111111 is 111 more than 11	1111111 is 1111 more than 11
1111111 is 111 more than 111	11111111 is 11111 more than 11
1 is 1 less than 11	1 is 11 less than 111
11 is 1 less than 111	11 is 11 less than 1111
111 is 1 less than 1111	111 is 11 less than 11111
1111 is 1 less than 11111	1111 is 11 less than 111111
11111 is 1 less than 111111	1 is 1111 less than 111111
1 is 111 less than 1111	1 is 11111 less than 1111111
11 is 111 less than 11111	1 is 11111 less than 1111111
111 is 111 less than 111111	

B. WITH FIGURES.

- a. Writing of figures, thus: 2= | | ; 3= | | | ; 6= | | | | | .
 b. Forwards: 1, 2, 3, 4, 5, 6.
 c. Backwards: 6, 5, 4, 3, 2, 1.

d. *Addition.*

1+1	1+2	1+3	1+4	1+5
2+1	2+2	2+3	2+4	
3+1	3+2	3+3		
4+1	4+2			
5+1				

e. Subtraction.

1-1	2-2	3-3	4-4	6-6
2-1	3-2	4-3	5-4	
3-1	4-2	5-3	6-4	
4-1	5-2	6-3		
5-1	6-2			
6-1				

f. Analysis.

6=1+1+1+1+1+1	6=3+2+1
6=2+1+1+1+1+1	6=3+3
6=2+2+1+1+1	6=4+1+1
6=2+2+2	6=4+2
6=3+1+1+1	6=5+1

g. Multiplication.

1×1	1×2	1×3	1×4
2×1	2×2	2×3	1×5
3×1	3×2		1×6
4×1			
5×1			
6×1			

h. Division.

2÷2	3÷3	4÷4	5÷5	6÷6
3÷2	4÷3	5÷4	6÷5	
4÷2	5÷3	6÷4		
5÷2	6÷3			
6÷2				

i. Comparison.

6 is 1 more than 5	1 is 5 less than 6
6 is 2 more than 4	2 is 4 less than 6
6 is 3 more than 3	3 is 3 less than 6
6 is 4 more than 2	4 is 2 less than 6
6 is 5 more than 1	5 is 1 less than 6

Of course all these examples are to be given promiscuously, as well as in regular order.

The work thus begun in the first school year is continued through the second school year. The exercises for every number from ten to twenty-five must be similar to those given above for the numbers two and six. Still, it may be of service to give another example. Let us take the number nineteen. To save time, the mental exercises (A. of the number two) are left out, it being understood that every operation must be introduced and illustrated by means of the things which the pupil sees about him.

5. *Subtraction.*

(a) $1 - 1$ to $19 - 1$; $2 - 2$ to $19 - 2$; $3 - 3$ to $19 - 3$; so on up to $19 - 19$.

(b) $19 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 = 1$;

$19 - 3 - 3 - 3 - 3 - 3 - 3 = 1$;

$19 - 4 - 4 - 4 - 4 = 3$;

Up to $19 - 9 - 9 = 1$.

(c) $19 - 1 - 7 - 3 - 2 - 6 = 0$, etc.

6. *Comparison of Numbers.*

19 is 9 more than 10, etc.

7. *Addition and Subtraction.*

e. g. $6 + 8 - 7$; $16 - 4 + 7$; $(8 + 4 + 7) - (3 + 2 + 1)$; etc.

8. *Multiplication.*

(a) $1 \times 1, 2 \times 1$ to 19×1 ; $1 \times 2, 2 \times 2$ to 9×2 ; $1 \times 3, 2 \times 3$ to 6×3 ; so on up to 9×3 .

(b) $2 \times 2 \times 2 \times 2$; $3 \times 2 \times 2$; $4 \times 2 \times 2$.

$3 \times 3 \times 2$; $2 \times 3 \times 3$; $3 \times 2 \times 3$; $4 \times 4 \times 1$.

$2 \times 4 \times 2$; $2 \times 2 \times 4$.

9. *Addition, Subtraction, and Multiplication.*

e. g. $(3 \times 4) - 6$; $(2 \times 5) + 8$; $(6 + 3) \times 2$; $(4 - 3) \times 16$.

$6 + 8 - 7 \times 2$; $(3 \times 4) - (6 \times 2) + 7 - 3 - 3 \times 2$;

$(4 \times 2) - (2 + 4) + (3 \times 5)$, etc.

10. *Division.*

(a) $19 \div 2$, by 3, by 4, up to $19 \div 19$.

(b) Give all numbers which are divisible by 2, 3, 4, 5, 6, 7, 8, 9, without a remainder.

(c) How many times are 2, 3, and to 9, contained in 19; can be taken from 19, etc?

11. *Miscellaneous Exercises.*

$$8 + 4 =$$

$$3 + 3 + 3 - 8$$

$$2 \times 3 \times 3$$

$$7 + 5 + 6 =$$

$$12 \div 6$$

$$4 \times 3 \times 1$$

$$19 - 4 =$$

$$17 \div 4$$

$$16 \div 8$$

$$19 - 9 =$$

$$16 - 12$$

$$18 \div 9$$

$$3 \times 6 =$$

$$2 \times 2 \times 2$$

$$16 \div 4 =$$

$$17 - 9 + 9 =$$

$$5 + 9 - 7 =$$

$$9 + 9 - 11 =$$

How many times can we take 4 from 19?

How often is 5 contained in 19?

Take twice 2, 4, 6, 1, 3, 5, 7, 9, 8.

Add 2 to 2 so many times till the sum is 14, 18, etc.

Every number from ten to twenty-five is to be treated in the same

manner as the number nineteen. But the numbers greater than twenty-five become too unwieldy, so to say, to be thus treated. The child having had abundant practice in comparing one number after another with its preceding ones in all imaginable ways, in regard to addition, subtraction, multiplication, and division, is prepared to take a forward step. In order to prepare the way for this forward step, the child must have clear and ready perception of numbers from ten to one hundred. To this, it is necessary that the child understands clearly the following principles of notation:

$11=10+1$, *i. e.* 1 ten and 1 unit; $12=10+2$, etc., to $19=10+9$.

$20=2$ tens.

21 to $29=2$ tens (or twenty)+1, 2, etc.

$30=3$ tens.

31 to $39=3$ tens (or thirty)+1, 2, etc.

$90=9$ tens.

91 to $99=9$ tens (or ninety)+1, 2, etc.

$100=10$ tens.

The child will soon learn; first, that but ten Arabic characters are used in notation; second, that of these only nine have a value of their own, an absolute value; third, that tens occupy the second place and units the first; fourth, that it always takes *ten* units to make *one* ten, or in general, that it takes ten of a lower order to make one of the next higher order. But great care must be taken not to make these exercises too technical. The abacus, or dots, or other marks arranged on a chart or on the blackboard in a tabular form, must convey clearly to the mind of the child the fact that ninety are nine *tens*; that nine are nine *units*; that the difference between ninety and nine is that in the former number we have nine *tens*, in the latter nine *ones* or *units*. Thereupon we may draw out the fact that in order to write ninety, we must write nine in the second place, and have some figure to the *right* of it, and that nine standing alone, or to the *right* of some other figure, is always *nine*, *i. e.*, nine *units*.

The child having obtained clear perceptions of the numeration of tens, the same work must be performed upon them, which, in the fourth division of this grade, was performed upon units; but with this difference, that while we add tens to tens, and subtract tens from tens, we multiply or divide tens by units, only. Let us take as an example, the number sixty, or six tens.

The following tables indicate the written exercises to be performed on the slate and blackboard. *Abundant mental or concrete examples must introduce and illustrate every step.* All the work must be performed with straight lines and other marks, and with figures.

A. WITH STRAIGHT LINES, ETC.

1. Composing or making the number.

1	1	1	1	1	1	1	1	1	1	=1	ten
1	1	1	1	1	1	1	1	1	1	=1	ten
1	1	1	1	1	1	1	1	1	1	=1	ten
1	1	1	1	1	1	1	1	1	1	=1	ten
1	1	1	1	1	1	1	1	1	1	=1	ten
1	1	1	1	1	1	1	1	1	1	=1	ten.

The number is composed of six tens—*i. e.*, of six groups, each of which contains ten units.

2. *Counting forward and backwards.*

1 1 1 1 1 1 1 1 1, 1 ten or ten; 1 1 1 1 1 1 1 1 1 1, 2 tens or twenty; so on up to 6 tens or sixty.

Forwards and backwards.

[In the following tables 10 indicates always a group of ten straight marks, as in 1 and 2, and teachers must write out in full what, for convenience sake, is only indicated below.]

3. *Addition.*

$$10 + 10$$

$$10.10 + 10$$

$$10.10.10 + 10$$

$$10.10.10.10 + 10$$

10.10.10.10.10 + 10, etc. See page 223, where substitute ten straight lines for every one straight line.

4. *Analysis.*

10.10.10.10.10.10 = 10 + 10 + 10 + 10 + 10 + 10, etc. See page 223, and observe directions given under *Addition*.

5. *Subtraction.*

$$10 - 10$$

10.10 - 10, etc. See page 223, and observe directions given under 3 and 4.

6. *Comparison.*

10.10 is more than 10; *i. e.*, 2 tens is 1 ten more than 1 ten, etc. See page 224, and follow directions given above under 3, 4, and 5.

7. *Multiplication.*

10×1 , *i. e.*, one times ten; one times two tens, etc. See page 224, and in the multiplicands substitute tens for the units, but the multiplier must remain units. Thus, the last example will be six times one ten is six tens or sixty.

8. *Division.*

$10.10 \div 2$, *i. e.*, two tens or twenty, divided by two, gives 1 ten or ten; three tens, or thirty, divided by two gives one ten or ten, remainder one ten, etc. See page 224, and in the dividends substitute tens for the units; but leave the divisors unchanged, *i. e.*, let them remain *units*.

B. WITH FIGURES.

The work is the same as given on page 224, except that for 1, 2, 3, 4, 5, and 6, wherever occurring, we substitute 10, 20, 30, 40, 50, and 60, respectively; except that in multiplication the multiplier remains 1, 2, 3, 4, 5, and 6, respectively; and in division the divisor remains 1, 2, 3, 4, 5, and 6, respectively.

The work for the third school year is as follows:

I. Exercise in notation and numeration of numbers to 1,000. Teachers must always bear in mind that to lay a good foundation thorough work is necessary; and that in instructing primary grades, constant resort to objects is imperative. To teach notation and numeration objectively we must teach, by means of objects, that integral numbers are formed by continually adding one to the preceding number; that we divide numbers into orders, and that *ten* of a lower order make *one* of the next higher order. Objects should be arranged into groups of ten each; ten such groups into a larger group to form a hundred; ten of this second class of groups [units are illustrated by individual objects, and form the first order; the first *grouping* occurs in forming tens when ten individuals are collected into one group, a ten] into a still larger group to form a thousand. In this and the preceding division the pupils may be profitably employed in writing on each of ten slips of paper or pasteboard, furnished by the teacher, ten or ten times ten straight lines, or crosses, or dots, etc. Each pupil of the third division will thus be supplied with *ten tens*; and if he is required to divide three tens or thirty into two equal parts, he soon sees that one ten falls to each part, and that one ten remains, which cannot be divided as a *ten*. In the second division, each pupil will have *ten hundreds*. It is perhaps best to let no slip contain more than ten marks, and to have a sufficient number of slips to give a thousand marks.

II. Exercises, mental and written, in addition, subtraction, multiplication, and division of numbers within 100, the sum or product in no case to exceed 100. In addition, subtraction, and multiplication, the units to be added, subtracted, or multiplied first, then the tens; principles of carrying forward and borrowing illustrated. In division, the tens to be divided first, then the units. Multiplier and divisor not to exceed nine.

In other words, the exercises which were heretofore performed upon units and tens separately, are now to be performed upon units and tens combined. The method of teaching this is so obvious that we shall simply indicate the steps.

1. Addition.

(a) Add numbers consisting of tens only to numbers consisting of both tens and units: 20 to 45; 30 to 65; etc. Here the tens alone are increased. (b) Add numbers consisting of tens and units to numbers consisting of tens only: 45 to 20; 65 to 30; etc. (c) Add numbers consisting of tens and units to each other: (1) 23 to 45, etc.; the sum of the units does not exceed nine; (2) 47 to 53; 65 to 27; etc., where the sum of the units exceeds ten, in which case the tens resulting from the addition of the units are *carried forward* to the tens—that is, the sum of the tens is derived (1) by the addition of the tens, to which add (2) the tens resulting from the addition of the units. The child will easily see the convenience of adding the units first, carrying forward the tens, if any, resulting from their addition; and then adding the tens, including the tens, if any, carried forward from the units. The examples should at first consist of two numbers only, but afterwards may consist of several numbers, in which case they must be placed under each other, units under units, tens under tens, but the sum must never exceed 100.

In adding columns of figures, the pupils must be trained to give only results at each step.

5

9 *Improper.*—Seven and six are thirteen, thirteen and one are
3 fourteen, etc.

1

6 *Proper.*—Seven, thirteen, fourteen, seventeen, etc.

7

2. Subtraction.

(a) Minuend consists of tens and units, subtrahend of tens only: 45—30, etc. (b) Minuend and subtrahend consist of tens and units; units of the subtrahend not exceeding the units of the minuend: 68—41, 75—55, etc. (c) Minuend consists of tens only; subtrahend of tens and units: 80—41; 50—43; etc. Principle of borrowing illustrated. (d) Minuend and subtrahend consist of tens and units, the units of subtrahend exceeding the units of the minuend: 45—38; 62—29; etc. Principle of borrowing illustrated.

3. Multiplication.

(a) Multiplication table to 10×10 . Children must construct their own tables. Children must be able to prove that 5×7 are 35; that $9 \times 6 = 54$.

7		5		9		6
7		5		9		6
7		5		9		6
7	or	5	or	9		6
7		5		9		6
		5		9		6
		5				6
						6

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} = 35$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array} = 35$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array} = 54$$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array} = 54$$

(b) Multiplicand contains tens only. Multiplier not to exceed nine: 30×3 , etc. Solution: 3 times 3 tens are 9 tens, or, ninety, just as 3 times 3 horses are 9 horses, etc. To introduce short multiplication it may be advisable to treat these examples also as follows: $30 \times 3 = 3$ times 0 units are 0 units; 3 times 3 tens are 9 tens, etc.

(c) Multiplicand consists of tens and units; multiplier not to exceed nine. (1.) Product of units does not exceed nine: 42×2 ; 31×3 , etc. Illustrate as follows:

42	31, etc.	$42 \times 2 = 2$ times 2 units are 4 units; write the
42	31	4 units; 2 times 4 tens are 8 tens; write the 8
—	31	tens, etc.
84	—	
	93	

(2) Product of units exceeds nine: 25×4 , 15×5 , 26×3 , etc. Illustrate as follows:

25	15	26	15 ÷ 5 = 5 times 5 units are 25 units, or 2 tens
25	15	26	and 5 units; write the 5 units, and add the 2
25	15	26	tens to 5 times 1 ten, etc.
25	15		
—	—	—	
100	75	78	

Teachers must remember that the product is not to exceed 100. All examples in multiplication will therefore be found within the following limits:

50 × 2, or 2 × 50;	14 × 7, or 7 × 14;
33 × 3, or 3 × 33;	12 × 8, or 8 × 12;
25 × 4, or 4 × 25;	11 × 9, or 9 × 11;
20 × 5, or 5 × 20;	10 × 10.
16 × 6, or 6 × 16;	

4. Division.

(a) Division tables to $100 \div 10$. Children must construct their own tables.

(b) Dividend contains tens only, exactly divisible by the divisor, which does not exceed 9: $60 \div 2$, $80 \div 4$. Solution: 6 tens divided by 2 give 3 tens, or thirty, etc. To introduce short division it will be advisable to treat these examples also as follows: $60 \div 2 =$, 6 tens divided by 2 give 3 tens, or thirty; 0 units divided by 2 give 0 units, etc.

(c) Dividend consists of tens only, not exactly divisible by the divisor, which does not exceed 9: $30 \div 2$, $60 \div 3$, etc. Proceed as follows: 3 tens divided by 2, give 1 ten, leaving 1 ten undivided, which cannot be divided as a ten, but may be divided as 10 units, etc. $30 \div 2 = 10$

$$\begin{array}{r} 20 \quad 5 \\ \hline 10 \quad 15 \\ 10 \quad \\ \hline \end{array} \quad \text{etc.}$$

(d) Dividend consists of tens and units, each exactly divisible by the divisor, which does not exceed 9, $63 \div 3$, etc. Proceed as follows: 6 tens divided by 3 give 2 tens; 3 units divided by 3 give 1 unit, etc.

$$\begin{array}{r} 63 \div 3 = 20 \\ 60 \quad 1 \\ \hline 3 \quad 21 \\ 3 \quad \\ \hline \end{array}$$

(e) Dividend consists of tens and units, tens not exactly divisible by the divisor, which does not exceed 9. The whole dividend (1) exactly divisible, (2) not exactly divisible.

$45 \div 3 = 4$ tens divided by 3 give 1 ten; write 1 ten; 1 ten and 5 units, or 15 units, remain to be divided; 15 units divided by 3 give 5 units, etc.

$$\begin{array}{r} 45 \div 3 = 10 \\ 3 \quad 5 \\ \hline 15 \quad 15 \\ 15 \quad \\ \hline \end{array}$$

$$\begin{array}{r} 97 \div 4 = 20 \\ 80 \quad 4 \\ \hline 17 \quad 24 \text{ and 1 remainder.} \\ 16 \quad \\ \hline 1 \end{array}$$

III. Ideas of vulgar fractions to be developed; notations of same to be taught to ninths. Same operations upon these fractions as upon integrals from 1 to 10 in the fourth division of this grade.

The manner of developing the ideas of vulgar fractions is obvious, and we shall not waste space and time to give any illustrations. We call the attention of teachers to the necessity of teaching the subject by means of *objects*.

In regard to the operations to be performed upon them, every teacher can easily prove his own examples. The examples given on page 223 will serve as guides. Instead of having 6 units, we have $\frac{6}{7}$ or $\frac{6}{8}$, as the case may be, and we perform upon these $\frac{6}{7}$, etc., the operations indicated on page 223. To illustrate:

(a) Composing the number: $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2} = \frac{6}{2}$

(b) Counting forwards and backwards: $\frac{1}{2}, \frac{2}{2}, \frac{3}{2}$, etc.

(c) Addition: $\frac{1}{2} \times \frac{1}{2} = \frac{2}{2}$; $\frac{2}{2} \times \frac{1}{2} = \frac{3}{2}$, etc.

(d) Subtraction: $\frac{1}{2} - \frac{1}{2} = \frac{0}{2}$; $\frac{2}{2} - \frac{1}{2} = \frac{1}{2}$, etc.

(e) Multiplication: 1 times $\frac{1}{2} = \frac{1}{2}$; 3 times $\frac{2}{2} = \frac{6}{2}$, etc.

(f) Division: $\frac{6}{2} \div 2 = \frac{3}{2}$, etc.

(g) Analysis: $\frac{6}{2} = \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2}$.

The following fractions are to be treated in the above manner:

$\frac{1}{2}, \frac{2}{2}, \frac{1}{3}$ to $\frac{3}{3}$; $\frac{1}{4}$ to $\frac{4}{4}$, etc., to $\frac{9}{9}$.

IV. After the numeration and notation of 100's has been learned, the 100's are to be added, subtracted, multiplied, and divided, in a similar manner as the 10's were added, etc., in the preceding division. By substituting 100's for the 1's, on page 223, the teacher will have a full schedule of the work. See, also, the remarks relating to 10's, page 230.

4. In Geography, *Monteith's Introductory Geography* has been discontinued, and the use of a text-book is not allowed until in the fifth school year. A thorough course in Local Geography has been substituted for the memorizing of the text-book which usually constitutes studying of Geography. To show the scope of the geographical instruction required by the revised course, several extracts are given from an article entitled *Guides for Instruction in Local Geography*, published in the *California Teacher* for February, March, and April, 1873:

I. GENERAL LOCAL GEOGRAPHY.

(a.) *Idea conveyed by the term "Local Geography" or Geography of Home.* The first thing in sketching a plan for teaching local geography, or the geography of home, is to determine what we mean by *our home*. Let us then ask what is generally understood by this expression? I am at home in the house where I live, in comparison with other houses; at home in the city or town which contains my dwelling house, in comparison with other cities or towns; at home in the scenes to which my eyes are accustomed, in comparison with strange scenes; at home in the land of my birth, in comparison with foreign lands; finally, at home on the earth, in comparison with other heavenly bodies, and only really first at home in the life beyond, in comparison with our pilgrimage on earth. Thus we see how variable may be the extent of this idea, how little and how much it may convey. But for our purpose a definite extent and definite limits are absolutely necessary. We shall therefore

agree to understand by the term home the place where we live and the scenery within our vision (without taking in points of great distance); the study of what lies within these limits is called *local geography*.

(b.) *Purpose of the study of Local Geography, and its relations to other Studies.*—The aim of this branch of instruction is then to give a knowledge of home. But here again we must be more exact, for how much may be comprised in the term *knowledge of home*! It comprises the visible phenomena of the heavens and of the atmosphere, the face and nature of the soil, also its irrigation; still further, the native animals, plants, and minerals; the artificial productions of its inhabitants; their dwellings and principal occupations; their social and foreign relations (the latter being generally expressed by trade and its channels); and, finally, the history of the place. Of course it is easy to see that all these subjects cannot be exhaustively treated in this branch of instruction; that would be the work of a lifetime, and more; think for a moment merely of the native plants and animals, and the historical part. Such is not to be the task of the instructor in local geography; to speak figuratively, he is not to count the stones in the streets, nor the shingles and slates on the roof; he has, rather, only to teach what would be found in *any* good geography of any country, province, or district. We should therein find mention of the natural and artificial productions, and of the history of the land, but only of the most important and characteristic, together with one or more marked peculiarities; but we should find no complete enumeration, description, or representation of these. The instruction of *local* geography must be the same; here, also, mention is only to be made of the most important and most striking natural productions, omitting all details; here, too, we should find something of history, but only of those events and occurrences of which the place mentioned has been the scene.

But has, then, the geography of a country nothing to do with the sun, moon, stars, and storms? By no means, although this belongs to general geography. This speaks of the revolution of the earth on its axis; of its relation to the other heavenly bodies, particularly to the sun; of climate and seasons; and for this division of general geography, observation of the native skies and of the atmosphere, may be a preparation. Thus local geography is essentially of a *geographical* nature, and, as such, is to be especially preparatory to future geographical studies.

Local geography also prepares and places in your hand other branches of instruction; for instance, as already mentioned, *the natural sciences*, in giving the names and localities of certain plants, animals, etc.; *natural philosophy*, in taking notice of common natural phenomena to be observed by the eye; history, in looking back into the past.

Local geography is also very important in teaching the command of *language*, inasmuch as the teacher should insist upon the correct, clear, and complete expression of what has been clearly comprehended. It also affords abundant material for short *written* exercises. It even touches upon *mathematics*, since, now and again, there are distances to be measured and counted, if only by steps.

Finally, I would mention *drawing* as another branch which local geography uses as her hand-maid in the representation of different geographical forms, in turn serving her again by thus training hand and eye for the study of drawing.

(c.) *Art and Manner of Instructing.*—Local geography is an integral part of sense-perception, or object teaching, and, as such, should be commenced with the child's first entrance into school. The purpose of

object teaching is to lead children to observe and to describe objects seen; it is to practice the senses of the child in correct perception and conception, and for this purpose, different objects are selected for the child to examine. It also introduces subjects and phenomena which cannot be directly produced before him, but which the child has already perceived, or can perceive outside the school-room; in a word, phenomena lying within the sphere of the child's life. In this way the child attains to a conscious knowledge of various perceptions already made by him, and these become regulated and raised to the rank of distinct ideas. But here the teacher has to guard against proposing too much to himself, since, although the child *might* have seen a great deal, there is perhaps much that he has not methodically observed, or that he has even not seen at all.

Hence we see that the principal aim of sense-perception teaching is of a methodical nature; it is to exercise the senses and to cultivate the power of observation. But as the cultivation of this power takes place by means of material substances, it therefore does not exclude, but includes the material plastic elements, namely: knowledge in regard to the phenomena considered. It is, at the same time, from these single building stones, collected one by one, that we are more easily enabled to build up later, the mental structure, the idea of home. And the "mentalizing," if I may be permitted the word, of surrounding phenomena peculiar to our home, the combining of them into one total image, is properly the final aim of this instruction. This we might call the top round of the ladder, and I would place it in the third school year, designating it by the name, Exclusive Local Geography. As on the lower round of the ladder *method* took preëminence, so, on the upper round it is to *material* that preëminence is to be given.

But yet the province of local geography proper is to take up within itself the normal aim of sense-perception teaching, and, at the same time, to continue in a certain direction beyond the limits of this aim. Its province is less to communicate and to teach, than so to guide through continual observation and examination, as to enable the pupils to acquire for themselves the desired knowledge. But there is much besides which must be given to the child; for instance, the historical part. Moreover, the mental vision will also be carried beyond the visible local boundaries, as in irrigation, natural or artificial, and here again *communication* of knowledge is indicated.

But I am wandering from my subject, which was the art and manner of instruction in local geography. Let us take the nearest way thereto.

Teaching of local geography is not easy. On the part of the teacher it requires skillful preparation, great circumspection and patience; on the part of the pupil, open eyes and close observation, even outside the school-room. Moreover, properly studied, it requires many excursions outside the walls of the school house, since, as many of the objects cannot be brought into the school-room, we must, therefore, seek them where they are situated.

Again, the pupil is to be energetic and persistent in searching out and observing for himself alone, this or that object. In this direction there are many well-adapted exercises, of which I shall point out but a few:

1. Exercises in *observation*; for example, the direction of a weather-vane.
2. Exercises in *examination*; for example, the different statues in a city.
3. Exercises in *discovery*; for example, where there are reservoirs in a

city, or springs or brooks in a country place; on what buildings there are weather-vanes, and what they look like.

4. Exercises in *measuring* and *counting*; for example, to measure by steps the length of a street, or width of a road, comparing distances thus measured between any two places.

These and similar problems the pupil can work out for himself, and thereby he is forced to be observing and attentive when the teacher is not by him.

It is best to give exercises of this kind directly before the conversational lesson on the selected subject, so that the pupil may come prepared beforehand.

What means of aid have you in local geography teaching, and how do you use them? Perhaps a plenty of charts and maps. But these are the very aids which are most likely to be misused. For example, it is a misuse of them when they are used from the commencement, and when instead of the actual locality only a picture of it is viewed, so that the scholar becomes less acquainted with the locality itself than with the map of it. One cannot be too strongly warned against this danger. Let this be your ruling principle: *First the object, then the picture*, so that the object will explain the picture, and not the picture the object. These auxiliary means mentioned should only be used after the perception has been gained from the reality, and after the scholar himself has drawn little sketches of it. He gains, too, so much the more pleasure from seeing, instead of his own imperfect attempt, something more perfect. In this way he comes to a right understanding of geographical maps in general, which is a great point gained for his future geographical studies.

I would also draw attention to another valuable auxiliary which, so far as I know, has never been called to aid. I mean photographs of the various important buildings, monuments, and statues of a city. Every child should procure the ones selected, and, after having seen the actual object, the photograph will be a material aid to his faculty of perception. Of course it would become a necessity that such photographs could be bought at a very low price.

Having given these general principles, I pass on to the treatment of the subject, dividing it into two parts, viz: the *primary steps* coming under the province of object teaching, and the *final steps* being Exclusive Local Geography. I have also to add that the primary steps can by no means be kept to any strict systematic order. The children have to observe separate objects as they present themselves; very often opportunity is given for comparison between two objects or phenomena. Nevertheless, although the children can follow no system in their observations, the teacher must have his own plan of instruction or he will soon find himself overwhelmed.

II. SPECIAL LOCAL GEOGRAPHY.

PRIMARY STEPS IN LOCAL GEOGRAPHY, belonging to the department of sense-perception instruction.

The School-room.—(Terms of distinction—below, before, behind, right, left.) Four walls, one floor, one ceiling. The walls *stand*, the floor and ceiling *lie*—ceiling above, floor below. Right wall, left wall, front wall, back wall. Four corners. Of equal size are ceiling and floor; right wall and left wall; front wall and back wall. In which side are there windows? How many? In which doors? What stands on the floor of the school-room? What hangs on the walls? How long and how wide is

the school-room? (To be measured by steps.) How many seats, desks, tables stand in the room? (Drawing of the floor, or of one of the walls, on the blackboard before the class.) Observation, description, and comparison of various things in the school-room. For example: Of doors, windows, table, slate, chalk, sponge, etc. Make drawings of some of them. In observing the windows, the children are to look out and tell what they see.

The School-yard.—There is a yard to our school house. On which side or how many sides is it? It is long and wide. How long and how wide? (Measured by steps.) What surrounds it? What can you see standing or lying in the yard? What is the use of what you see? How do you go from the school-room into the yard? How many steps of stairs from the hall into the yard?

The Sun.—Does the sun shine to-day? Where is the sun? Does it always stand still in the same place? What does it do in the morning? In the evening? When is the sunshine warmest? How does the sun look? Does it shine every day? When does it shine? Where does it rise—set? Point where with your hand. Say aloud: morning, *east*—evening, *west*. Where is the sun at noon? Point where. We say that direction is towards the *south*. In what direction does the sun rise—set—stand at midday? The sun moves in the sky from east to west. It does not move in a straight line, but in a curved line. (Drawing.) The direction opposite south is called *north*. Repeat the four points of direction.

The Moon.—Can we see the sun in the sky at night? Then we see the moon and the stars. Do we see them every night? How does the moon look? Does the moon also give warmth? Does it also rise in the east and set in the west? (Told to look at it in the evening.) Comparison between the sun and the moon.

The Stars.—When do we see the stars? Can we see them every evening? Do they look as large as the sun or the moon? How many stars are there in the sky? Are they all equally bright? Do they give warmth like the sun? Are there stars in the sky by day also?

Water.—(For a rainy day.) Look out of doors. It is raining. The rain is water. It falls in drops. How many drops are there? Where do they come from? Do the drops always remain on the ground? The rain wets. What, for example? Does it rain every day? Has it rained much to-day? How long is it going to rain? Look into the street—yard. You see the water standing there in several places; those are puddles; we will see if they are still there this afternoon or to-morrow. They are there no longer; what has become of them? We also have water here in the room; what is it in? Who brought it? Where was it brought from? (Something more about the well, pump, or water-pipes.) A glass filled with water. Properties of water observed: fluid, transparent, colorless, tasteless, odorless. Can the water be made warm or hot? How? Can't it also be made solid? What is it then called? When does water become ice? Water falls from the sky as rain; it rises out of the earth; but it also flows on the surface of the earth. Do you know any large body of water near us?

Clouds.—Look out of doors. What is the sky covered with? How do the clouds look? Are they solid? Towards what direction are they moving? When it rains, snows, or hails, are there always clouds in the sky? Rain does not fall from all clouds. What is the color of the clouds we now see? What other colors do we sometimes see in

clouds? What colors do we usually see in the clouds at sunrise and sunset?

Wind.—How do we perceive the wind? Can we see it or hear it? What is the wind? Strike the air with your handkerchief, you feel a blowing—that is wind. East, north, south, west wind. What do we call a very strong wind?

Rainbows.—You see a rainbow in the skies. It is of different colored stripes. There are seven of these: a red, an orange, a yellow, a green, an indigo, and a violet stripe. The red is on one edge, the violet on the other edge, and the green in the middle of the rainbow. When our face is towards the rainbow, the sun is behind us. We can sometimes see the color of the rainbow in a water-bottle, in the water of a fountain, or in water falling over a mill-wheel. (The teacher will find it an advantage to have strips of paper of the seven colors, and exercise the children in arraying them in proper order; the child thus early acquires a correct knowledge of colors.)

The School House.—When possible, observe all four walls from without. How many windows? How many rows, one above the other? (Stories.) What is the shape of the windows? Of what are the walls made? The roof? How many chimneys? Is there a door in the side of the building? What else is there on this side? On which side does the sun shine in the morning? In the afternoon? On which side does it shine little, or not at all? East, west, north, south sides. What is within the school house? Hall, class rooms, etc. How many class rooms? Who can tell me of any other school house in the city or town?

Classes and Teachers in the School.—What is the name of our school? You are all in one class, which class is this? How many classes are there in the whole school? This room is our class-room. Is it on the ground floor or first story—in the second story, or third? Comparison may be made between the school house and some neighboring building.

The People who build houses, and what materials they must have.—In building a house the following people work: masons, carpenters, locksmiths, glaziers, roofers, plasterers. What do masons do? The carpenters? etc. What do the masons use? The joiners? What parts of the house are built of stone? brick? wood?

Snowy Day in Winter.—Look out of doors. What is falling from the sky? That is snow, and we say it falls. Does the snow fall in drops like water? It falls in flakes. It is white. It remains lying on the ground. When the weather becomes warmer the snow melts; then it becomes water. Why does it snow in Winter and not in Summer? What do boys do with snow? Can we ride on the snow? How can we ride on the snow?

Ice.—It is very cold out of doors; it has frozen. The water is covered with a sheet of ice. Does the ice fall from the sky like snow? Why does not water become ice in Summer?

People who Furnish us with Food.—Butchers with meat, bakers with bread, millers with flour, gardeners with vegetables and fruit, grocers with sugar, salt, coffee, etc., fishermen with fish, brewers with beer, etc. Particulars in regard to each; for example, where does the butcher get his meat? From the animals that are slaughtered. What animals are slaughtered? Where are they slaughtered? Where in the city do we find meats for sale? Where are vegetables raised? Where sold? Name vegetables you have seen in the market. Conclusion: What food do we obtain from animals—what from plants?

People who Furnish us with Clothing.—Who provides you with your clothing? Do your parents make it themselves? Of whom do they get your clothing? To make clothing we must first have something of which to make it. Of what do we make clothing? In what kind of stores do we buy materials to make clothing? Name some of the stores. We can also buy many kinds of clothes ready-made; name such garments. Clothing must be kept clean; shirts, stockings, etc., often washed. Laundries.

Care of Health.—Who of you has ever been sick? Whom did your parents send for to make you well again? What did the doctor do when he came? Where did the doctor come from? Where is there an apothecary? When you were sick you staid in the house and your parents took care of you; but is there no place for people who are sick and have no home to stay in, and no one to take care of them? Have you ever seen a hospital? Where? Do you know of any other hospitals?

Trade.—Many people who buy things to sell, have stores; these people are called merchants, traders, storekeepers. Tell me some stores near where you live. (Signs, firms.) What do we buy in a grocery store? In a clothing store? To buy we must have money. Coins and paper money. (Show different coins.) Of what metals are coins made? What is the building called where money is made? Did you ever see a mint? Where? What kind of a building? What banks do. What brokers do.

Street where the school is situated.—On what street is our school? It is long and wide; how many steps wide? How long? Is it straight, or somewhat crooked? Is it level, or somewhat hilly? (The general direction in which it runs.) Is it planked or paved? How many stones does it take to pave a street? They cannot be counted. The middle of the street is higher than the sides; why? The water runs off in the gutters; does it run up or down? On both sides of the street are narrow walks for people; these are called sidewalks. In the streets we meet carriages, men, and animals; what kinds of animals? On both sides of the street stand houses; there are two rows of them; see if there is anything else to be seen in the street. Posts—on top of the posts, lanterns—within the lanterns, lights. The streets are lighted at night; why? We find trap-doors of wood or iron in the streets; what are they? Conclusion: Ask individual scholars on what street they live, through what streets they come to school.

Different kinds of carriages seen on the streets.—Names of different vehicles. Difference between a car and a carriage. Name different parts of a carriage.

Public Squares or Parks.—Where is the nearest public square? How many steps long is it? What is in the square? What is it for? (Drawing.) Other squares or parks.

A Ranch or Farm.—A ranch or farm is a large place, and on it we find many things; wagons, wheelbarrows, plows, harrows. We also see many animals—hens, ducks, geese, etc. There are also several buildings. There is a dwelling house; there is another building with large doors and no windows; that is a barn, where hay and grain are kept; sometimes there are places for the horses and cattle in the barn; sometimes there are sheds near for them. There are cows and calves, oxen, horses, and swine. What are all these animals for? The cows are to give milk, the horses to draw the wagon and the plow, the oxen and the swine to be fattened for slaughter. The oxen must also draw the plow, harrow, etc. There are also many people on a ranch—boys, girls, and

laborers. What do they do? They have to feed the cattle, to milk the cows; (what is done with the milk, who takes care of it, and what we call the place where it is kept); they have to manure the fields, to plow the ground, to sow seed, to harvest, and thrash. We call such people *farmers* and their work *farming* or *cultivating the soil*.

Fields.—Plow-land, tilled land, or fields is land that is plowed every year once or several times. The land is plowed with a plow; the plow cuts the surface of the earth into narrow strips and turns them over; the cuts or hollows made are called *furrows*. The earth must not only be plowed but harrowed also; the harrow covers the seed with earth, and breaks up the clods. The seed is sown either with the hand or with a sowing machine. The seed that is sown is not to lie in the earth but to spring up, grow, and bear fruit. The field is manured in order to make the seed vigorous and healthy. Kinds of seed sown. Harvesting, season, and manure.

Neighboring Bodies of Water, (rivers, bays, lakes, etc.) Bridges, etc. A River.—The name. The water of a river flows in a hollow channel of earth; and this hollow is called the *bed* of the river; the borders of this bed, that is, the land at each side of the river, are called the *banks* or *shores* of the river. The river is as *wide* as the distance from one of the banks to the other; if there is a bridge across the river we can tell how wide the river is by measuring the bridge. The river is also *deep* as well as wide; its depth is the distance from the surface of the water to the ground below. The ground at the bottom of the river is uneven, like the ground around us, so that in some places it comes nearer to the surface of the water than in other places; of course the water is not so deep in such places and these are called *shallows* or *shallow water*; places where the water is so shallow that we can wade across or cross with a horse, are called *fords*. Sometimes the bed of the river is so hilly that the top of these little hills rise above the surface of the water; these hill tops are entirely surrounded by water and are called *islands*. A river has not always the same width and depth; when there is but little or no rain for a long time the river is narrow, more shallow, and the water more clear; in heavy rains or after heavy rains the river becomes swollen, that is, it becomes wider and deeper; it rises higher in its bed and the water becomes less clear. Sometimes the bed of the river becomes so full that it cannot contain all the water of the river; the water then rises above the banks and flows over the land; we then say the river has overflowed its banks, or has flooded the country. When the weather in Winter is cold enough, the surface of the water becomes frozen and forms ice; sometimes the ice is so thick that people can walk and skate upon it; sometimes the water freezes to so great a depth that the ice becomes thick and strong enough to bear heavy loaded teams. What kind of animals live in the river? What use do we make of the water in the river?

Shipping (vessels and boats).—There are several kinds of vessels in which we can travel on the water. (Examples. A general description of the shape and different parts of a vessel, but no details.) People whose business it is to sail vessels on the water are called sailors, boatmen, etc. The forces which move vessels are the currents of water, steam, horses, wind, and the human hand. The means through which the forces work are steam engines, ropes, sails, masts. Different ways of traveling. Which is the easiest, quickest, slowest; why? Ships are usually loaded with different things, viz., wood, stone, coal, wheat, etc. This is called the *cargo* of the ship. A *wharf* is a place on the shore or

bank of a body of water, to which vessels can be made fast, while they load and unload their cargoes. Places near the water where vessels are built or repaired are called *ship yards*.

Bridges (railroad and river bridges).—For what purpose are bridges? Of what built? Difference between a railroad bridge and one made for teams and foot passengers. How supported from below. How ships pass through a river bridge.

A Railroad.—A railroad is a road built of iron rails; there are two rows of these rails, and they are at all points equally distant; these two rows of iron rails are called the track. The carriages which roll on these tracks are called *cars*; several cars joined together are called a *train*; at the head of a train is a steam carriage which we call the *locomotive*. The locomotive moves by means of steam from boiling water, and when the locomotive moves it draws the train with it. There are *passenger* trains and *freight* trains; express trains and accommodation trains. (Explain difference.)

Journey on a Railroad.—Who of you has ever made a railroad journey? What railroads did you travel on? Let us imagine or play that we are going on such a journey. Some one may tell me what railroad we will go on. Way to the railroad station. Where? Buying tickets. Waiting in depot. Signal for taking our seats in the car. People whose business it is to take care of the train; conductor, brakeman, engineer, fireman; their duties. Signal for starting. Motion of train, first slow, gradually faster. How to stop train. Places where a train stops called *stations*.

Herewith I close the chapter on material for local geography in its primary steps, that is for the first two school years; I herein lay claim, however, neither to a complete selection of subjects, nor to an exhaustive treatment of them; I have rather sought to indicate the method of handling them. In regard to changes in the sky and atmosphere, I would add that these are not merely to be observed once but many times in the course, the time being selected according to the actual presence of the phenomena to be observed. In addition to the four main points of the compass, the second year may include four intermediate points, northeast, etc., observing the difference in direction, Summer and Winter, of the point of the sun's rising and setting.

III. HIGHER LOCAL GEOGRAPHY.

By means of the preceding instruction in local geography the children have not only cultivated their faculty of sense-perception, but have also acquired a knowledge of many local facts and various phenomena. In accomplishing this no systematic method has been followed, but the most favorable opportunities for observing separate phenomena, particularly such as are transitory and fleeting, have been improved. The seasons of the year have here greatly served as guides. Also, in groups of similar objects, one has been selected as a representative of all for observation and study; for example: one street, one public square, one church, one body of water, etc. In this way the child has been led to perceive and take cognizance of the essential characteristics of all such objects.

But, in its higher steps, local geography can no longer occupy itself with the consideration and description of single objects; it has rather to

endeavor to bring to view order in the manifold and varied forms and phenomena in the world of home, by associating and grouping together things similar in nature. In no other way would it be possible to accomplish the final task of local geography, viz: to create a complete mental picture of the locality studied, and its various features and phenomena.

Hence it now follows that instruction in local geography, in its advanced steps, must follow a fixed system, which is quite foreign to the nature of sense-perception instruction. The reviewing in the third year of much which has come under notice in the primary steps of the study, will be but more conducive to the accomplishment of this purpose.

As an object of instruction, I should divide the subject into two parts:

1. Its changing and changeable phenomena, or the department of observation.

2. The fixed and unchangeable features, the department of consideration and reflection.

The two parts of the course of instruction do not succeed one another, but rather the first mingles itself incessantly with the second, in every season of the year. It comprises chiefly phenomena of the sun, moon, stars, and atmosphere. Let us draw nearer to this matter.

1. THE LOCALITY OF HOME IN ITS CHANGING PHENOMENA—DEPARTMENT OF OBSERVATION. (a.) *The Sun*.—In the heavens we see the sun by day, the moon and stars by night. Always? Do we not often see the moon by day also? These, together, are called the heavenly bodies. The sun appears to be the largest among them; it moves from east to west, in a curved line, bending towards the south. From morning to noon-day it ascends; from noon to evening it descends. The highest point reached is at noon. In the sunshine all non-transparent bodies throw a shadow. Observe the shadow of such a body—your arm, for instance—at morning, noon, and evening, taking notice of its direction and length. Result: the shadow always lies in the direction opposite to the sun—in the morning toward the west, at noon toward the north, at evening toward the east. It is smallest at mid-day, largest morning and evening. From morning to noon it decreases gradually in size—from noon to evening it increases. It describes a curve line from west to east, bending toward the north, in a manner directly opposite to that of the sun. Repeat these observations and descriptions frequently in the course of the year. At different times mark points of rising and setting of the sun; also, its height at mid-day. The days of Spring and Autumn, as well as of Summer and Winter, are not to be allowed to pass unnoticed. At last we shall reach this result: The sun does not always rise and set at the same points in the horizon. At the beginning of Spring and Autumn it may be said the sun rises exactly in the east, and sets exactly in the west; these points are to be marked—also the time of rising and setting. Till the beginning of Summer it rises and sets continually farther and farther toward the north. It also rises continually earlier and earlier, and sets later and later. At mid-day it ascends continually higher and higher—the shadow becomes shorter and shorter. The line it describes is always an increasing curve. From the twenty-first of June all this is reversed. On that day the sun rises furthest at the northeast, and sets furthest at the northwest. That is the day of its earliest rising and latest setting; at noon of that day it reaches its highest point in the heavens; the shadow of the body is then smallest; the curve the sun describes in the heavens the largest.

Continuing observations of this nature during the remaining part of the year, and especially at the beginning of Winter, similar facts will be developed in regard to the sun's rising and setting, the height and length of the curve it describes, length of shadow at noon-day, etc. The tropics can here be well explained. Difference of temperature at different parts of the day, and at different seasons of the year.

(b.) *The Moon.* (c.) Observation of the stars. (d.) Observation of weather.

2. **THE LOCALITY OF HOME IN ITS UNCHANGEABLE FEATURES.**—*Department of Consideration and Reflection.*—It is impossible to make the division of the phenomena to be observed entirely distinct; the department of reflection and consideration must comprise much that is not fixed and unchangeable; for instance, animated nature as represented in the animal kingdom. Life is motion, and all motion to be learned must be observed. Since, however, the animal kingdom in its motion and activity, and the vegetable kingdom in its development, belong to a fixed locality, we therefore, in this case, combine observation with consideration and reflection. For convenience we shall select San Francisco for illustration of this department.

(a.) *General View of San Francisco.*—The place where we reside, where our school house stands, is named San Francisco. San Francisco is called a city. A city is an incorporated town governed by a Mayor and a Board of Supervisors or City Council. San Francisco is situated on the west side of San Francisco Bay; directly opposite on the eastern shore is Oakland; San Francisco also lies on the southern shore of the Golden Gate; Sausalito is situated on an inlet of the opposite northern shore, and lies a little west of north from San Francisco.

(b.) *Streets.*—The city contains many streets. Each of you may tell me the name of some street. Market street is one of the longest and widest; its commencement is at the water's edge, about two thirds of the distance from Meiggs' Wharf to Rincon Point; from there it extends in a straight line, its direction being northeast and southwest. Most of the streets lying north of Market street run at right angles to each other, their direction being nearly north and south, east and west; south of the line of Market street, the streets run in various directions and at various angles. Market street is one of the business streets of the city. Let us see how many different kinds of business located on Market street you can mention to me. What public building? What other large buildings? Van Ness Avenue is also a very wide street. It commences at Market street and extends to the water's edge, which it reaches in the vicinity of Black Point. Van Ness Avenue runs north and south, and Market street northeast and southeast; it therefore lies in a diagonal line to Market street. Does it then form a right angle with Market street? Does it run parallel to Market street? Can you tell me what kind of buildings we find on Van Ness Avenue? Is it a business street? Point Lobos Avenue is another very wide street; it commences at Laurel Hill Cemetery, or Lone Mountain, and extends in a westward direction to the Pacific Ocean, which it reaches just south of Point Lobos; Point Lobos forms the southwestern boundary of the Golden Gate. Point Lobos Avenue runs in an easterly and westerly direction; is it then parallel to Van Ness Avenue? To Market street? How many of you have been on Point Lobos Avenue? Did you see as many business places as on Market street? As many private residences as on Van Ness Avenue? Did you meet any heavily loaded business teams? What rocks are in the Pacific Ocean opposite the end of this road? What animals live on

these rocks? Front street, Battery street, Sansome street, Montgomery street, and Kearny street, all run from Market street north towards the water, in the direction of North Point near Meiggs Wharf; they all run in a northerly and southerly direction; (drawing) the lines which separate them are parallel lines, and hence we say these streets are parallel to each other. Each of you may tell me of some place of business on either of these streets. Are these business streets? Each scholar should give the name of the street on which he lives, and the directions in which it extends. Also, the direction at 12 o'clock M. of the shadows in any given street; if they fall in the same direction as the street, then the latter must extend north and south; if, on the contrary, they fall upon one side, then the street extends rather in an easterly and westerly direction; very narrow streets extending in the latter direction will lie wholly in shadow at noonday. The chief aim of this exercise is to enable the learners, wherever they may be, to recognize the cardinal points. There are so many streets in the city that we cannot name them all; some are long, some short; some wide, some narrow; some straight, some crooked; some are called places, courts, or alleys; these are generally shorter and narrower than most of the streets, and some are closed at one end. What can you tell of the different kinds of paving with which the streets are covered? Of what use is it to pave the streets? At night the streets are lighted with gas; where does the gas come from? In Summer some of the streets are watered; why?

(d.) *Sketching of a Map of San Francisco.*—The pupils have already been required to draw simple maps, representing the location of the school house, of their own homes, and of public squares, and other places in the city. They have observed that in every drawing of a map, south has always been opposite to north, east to west. Their maps should always be made with a cross indicating the four points of the compass; when drawing upon the blackboard, however, it is well to exercise them in varying the direction of the cardinal points; for example, while one has north indicated by the top of the blackboard, the next one may have it represented at the right, the next one at the lower part of the blackboard, the next one at the left, and others may represent it at points diagonal to these; this, however, must not be done till after they have had sufficient practice not to become confused in the general rule that, on maps, north is represented by the upper part, south by the lower part, east by the right, and west by the left. The following method of sketching a map of San Francisco is given to illustrate the general plan, and is by no means offered as the best plan of arrangement. First, draw a cross representing the four cardinal points. In the middle of the quarter which represents the northeastern part of the space allotted to the whole map, draw a dotted line from northeast to southwest; as Market street runs a little east of northeast, and a little west of southwest, draw another line intersecting these at very acute angles; now erase the first line and leave the second line to represent Market street. In the middle of this line make a large dot to represent the new City Hall; now draw a small right-angled triangle at the north of Market street, making the dot the center of the hypotenuse; the streets drawn may now be named, and the City Hall Park thus bounded: on the north by McAllister street, on the northeast by Jones street, southeast by Market street, west by Larkin street. Larkin street may now be extended northwards, its northern end indicating the vicinity of Black Point. Continue Jones street in a line parallel to Larkin street, the two intermediate parallel streets being indicated by lines, and their

names learned. Now, extend Hayes street in a westward direction from the southwestern angle of City Hall Park. Next, draw Van Ness Avenue a little to the west of Larkin street, and parallel with it, beginning at Market street, crossing Hayes street at right angles, and terminating it also in the vicinity of Black Point. Passing westward at a right angle from Van Ness Avenue we come to Park Avenue, which leads to the parallelogram representing Golden Gate Park. A little north of the western end of the park we find the Cliff House and Seal Rock; a little further north, Point Lobos. North of Park Avenue we will locate the Masonic, Odd Fellows', Calvary, and Laurel Hill Cemeteries. Fort Point a little further north than Black Point, northwest from Laurel Hill Cemetery, and northeast from Point Lobos; directly south of Fort Point is the Presidio. Let us now return to the Cliff House, and ride along the beach till we come to the Ocean House road; this road runs nearly east from the beach until we have gone some ways beyond the Ocean House, it then turns to the southeast till it brings us to the Industrial School; here the San José Railroad, coming from the south, crosses this road opposite the Industrial School, and here we will take the cars, and wind along in a northeasterly direction till we reach the San José depot on Market street; this depot is but a little distance southwest of the junction of Van Ness Avenue and Market street. On our way in the cars, when we had rode about one third of the distance, we passed St. Mary's College at the left and east of the road; at about three fourths of the distance rode in the cars, we passed the Jewish Cemetery at the left and east of the road; and half way between the Jewish Cemetery and the Market street depot was the old Mission Church—this church is also half way between the railroad on the east and Market street on the west. We will now locate the Almshouse by drawing a straight line northwards from the Industrial School to the eastern end of the Golden Gate Park, and on this line, half way between the Industrial School and the Golden Gate Park, we will make the site of the Almshouse. We will next locate the County Hospital, which lies in a nearly easterly line from the Almshouse, east, also, of the San José Railroad. Let us now return to the junction of Jones and Market streets, the northeast boundary of City Hall Park. Continuing our way through Market street in a northeasterly direction, after passing six blocks, we come to the first large business street that runs north and south; this is Kearny street, and we will represent it by a line running parallel to Van Ness Avenue, Jones, and Larkin streets. Kearny street is a long thoroughfare, and we will walk along it the distance of eleven blocks, when we find the street crossed at right angles by Broadway, which runs east and west; turning to our left we see the City and County Jail, on the north side of Broadway, a little distance from Kearny. Now, locate and name streets east of Kearny, and parallel to it. Locate and bound principal public squares. Names, in their order, of the streets between Kearny and Van Ness Avenue, etc. The location of school houses should have been noted as soon as it could be indicated by the outlines drawn; each child should also be required to locate his own residence on the map drawn by him. Of course each teacher will select additional points of importance, guided, somewhat, by the degree of interest this or that place may have for this or that class. Any map of San Francisco may be used as a first guide and aid in these lessons.

(e.) *Water used in our homes and in the city.* (f.) *Buildings in the city.* (g.) *Manufactories.* (h.) *Churches.* (i.) *School houses.* (j.) *The Fire Department.*

(k.) *Inhabitants of a City.*—1. *Animals.*—There are many people

dwelling in a city, but, besides these are also many animals. Let us first speak of the latter. Many of these are of use to man; they are sheltered, fed, and cared for by man; such are called domestic animals. Here mention of some is to be made and some questions in regard to their form and appearance; then questions like the following: What people use horses? For what do they use them? In the city we see many horses but few oxen, cows, calves, swine or poultry; all the latter we usually find in greater numbers outside of the city. There may be many oxen, calves, and swine, and much poultry brought into the city, but only to be slaughtered. Name different domestic animals and the special use to which each is put. Some animals are also merely for our amusement; for example, some kinds of dogs, birds, as canaries, parrots, mocking-birds, etc.; also gold-fishes. There are places of amusement for the public, called zoölogical gardens; these contain a collection of a great variety of animals. Who of you have ever been in such a garden? Name some of the animals you saw. Many of these are brought from foreign lands; the men who take care of them are called their *keepers*, and they feed the animals and take care of them. These animals are kept, not for mere pleasure, but also that we may see and learn about the animals of foreign lands. There are also many animals at large in the city who find food and shelter for themselves; for instance, birds, rats, mice, flies, etc. 2. *People Dwelling in the City.*—The most important inhabitants of a city, however, are the *people* who dwell in it. In San Francisco, in eighteen hundred and seventy-two, there were one hundred and seventy-eight thousand two hundred and seventy-six inhabitants; of these, five thousand were what is called a floating population, that is, they have no permanent homes in the city, but live in hotels, hospitals, almshouses, etc.—or they call San Francisco their home, but spend most of their time making short voyages along the coast, bay, or rivers. Counting the number of people in the city, county, country, etc., is called “taking the census.” This is a very old custom among nations, for we read in the Bible that the ancient Hebrews and their families were numbered by sex and age; and the most ancient record of a census that we possess is the enumeration, by Moses, of the people in the wilderness. The inhabitants of a place differ in age, wealth, religion, etc. According to age, they are divided into adults, and those who have not yet reached the age of eighteen or twenty-one years. Are you an adult? In regard to wealth, we find people of every degree, from extreme and helpless poverty to immense wealth. The rich have to help provide for the poor; this they do partly by the taxes which they pay to the Government, partly by establishing charitable and other societies, and also in more direct ways. When you no longer go to school, each of you will find something to do among your fellow men; for instance, what will *you* do? and you? etc. Thus each of you will follow some calling, that is, some pursuit, business, or profession—a certain department of labor, by which you will support yourselves and acquire property. The wealth which one possesses is called his property. Some of you will become farmers; where will those live and what will they do? Some will become mechanics; tell me some things which a mechanic makes. Some will be manufacturers; how many kinds of manufactures can you name? There are also many tradesmen or merchants, who buy and sell various kinds of wares and goods. A trader or merchant usually has on the outer wall of his store a sign, on which is his name and the kind of goods he buys and sells; often two or more per-

sons unite in some business; this is called a partnership, and their names together is called the name of the firm or house. Merchants have others to assist them, and these are called clerks, bookkeepers, cashiers, etc. A city where there are many merchants is called a commercial city; where there are many manufactories, a manufacturing city. Besides mechanics and merchants, there are also many other people—painters, musicians, singers, physicians, municipal officers, clergyman, lawyers, teachers, etc. Many people work the whole year in the streets; these are coachmen, teamsters, and other drivers, etc.; others work in gardens and are called gardeners; and still others work on the water, as fishermen, boatmen, etc. All the kinds of business we have mentioned are usually followed only by men. Women also have to work to support themselves and to acquire property; let us see how many kinds of business are usually followed by women. The inhabitants of a city also differ in religion; there are Protestants, Catholics, and Hebrews, or Jews. These different churches have schools to which children go once a week; what are such schools called? Are the pupils taught the same things that they learn in their day schools? Some of these churches have day schools also for children; can you tell me where there is one such school? Besides the inhabitants who have their home in any certain place, there are also people who come to that place to remain for a short time, sometimes for business and sometimes for pleasure; what accommodations are provided for these people whom we call travelers? Let us name several hotels and tell on what streets they are situated.

3. *Relation of individual Municipalities to the whole country.*—As the different classes in a building constitute together one school, so a city and the surrounding towns and country constitutes a county; many counties are united in one State; many States united form our country. For the government of every city there is a Mayor and Common Council, Board of Aldermen or Supervisors; of every State there is a Governor and Legislature; of the country the President and Congress. These officers are chosen from among the people once in a certain number of years. The Mayor of a city dwells in the city; the Governor of a State in the capital city of that State; the President of the country at the National Capital. Who is the Mayor of our city? For how long is the Mayor elected? When was the present Mayor elected? When will his term of office expire? What city is the capital of the State in which we live? Who is President of our country? For how many years is the President elected? When was our President elected? When does his term of office expire? What city is the National Capital? Where is it situated? How far and in what direction from us? For the government and good order of cities, counties, States and country, much money is needed; this money is furnished by *taxes* which are paid to the government by the people; the rich have to pay large taxes, while the poor have but small taxes to pay.

The fourth or fifth steps introductory to the study of general geography, treat of the history of the county or city, and then of the State.

5. In the old course, no special attention was required to be given to instruction in language till the sixth school year. Then grammar was introduced by means of a text book, and composition by means of

written exercises. In the revised course, instruction in language is required to be given from the first school year on:

FIRST SCHOOL YEAR.—*The pupil to be required to answer and speak in complete sentences. Spontaneous expression of the pupil's thoughts to be encouraged. Systematic correction of common faults in the use of language to be commenced in this, and continued through all succeeding divisions.*

SECOND SCHOOL YEAR.—*Composition.*—At first merely imitative. Copying words and sentences printed on the blackboard by the teacher. Use of period at end of every sentence, and use of capital in first word of every sentence. The children are to be encouraged to write sentences of their own as soon as the number of words learned will permit. Just as soon as a few names of objects, a few words expressive of quality, and a few words of action are learned, so that they can be read and written, let such objects be exhibited and such actions performed in the presence of the child as shall require, in description or narration, the use of the words learned. Great care must be taken not to make these exercises so difficult as to discourage the children. Spontaneous efforts, even the rudest, should be freely praised.

THIRD SCHOOL YEAR.—*Composition.*—Writing sentences containing given words. Pupils to describe the pictures in their Reader, and to be encouraged to tell what they show. Short descriptions derived from these pictures and from object lessons. Accounts of things done. Every child in this division should be able to write his own name, the name of his teacher, and of the nearest Post Office. Systematic exercise in the use of *have, do, be, see*, and in correction of common faults in the use of the same. The work of the term or year should make the pupil acquainted with the use of the capitals for the pronoun I, and in the beginning of sentences, in the names of persons, days of the week, the month; also, the use of the period and the interrogation mark.

FOURTH SCHOOL YEAR.—*Composition.*—Writing sentences containing words selected from the reading lessons. Descriptions derived from object lessons and pictures. Narration of actions performed by the teacher and by the pupils under the direction of the teachers. Punctuation marks as needed.

FIFTH SCHOOL YEAR.—*Composition and Oral Grammar.*—Writing sentences containing nouns, verbs, and adjectives, and selecting the same from the Reader. Writing sentences predicating actions and qualities of given objects, selecting words from the Reader which denote action and quality. Predicating action in time past, present, and future; introducing modifiers of the verb (adverbs) to tell where, how, and when. The adverb.—Selecting words from the Reader which denote action present, past, and future. Composition based on object lessons and geography lessons. Use of punctuation marks.

SIXTH SCHOOL YEAR.—*Composition.*—Exercises in narration. Descriptive exercises to be commenced. Geography lessons and object lessons will furnish abundant material. Letter writing. Use of punctuation marks. *Grammar.*—Oral deduction of rules for changing nouns from singular to plural. Distinction between the forms of the adjectives denoting different degrees of quality. Subject and predicate to be introduced. Selection from the Reader of the parts of speech already introduced. Personal pronouns, conjunctions, and interjections. Synthetic exercises, embracing modifications of subject and predicate, to be introduced as rapidly as the progress of the class will permit. Person and gender of nouns and personal pronouns.

SEVENTH SCHOOL YEAR.—*Composition.*—Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, and pupil to parents and absent relatives on the business and lessons of the school. Manner of addressing letters. *Grammar.*—Synthetic exercises; the subject modified by words and phrases. The predicate modified by the same. The adjective and adverbial element to be modified. The verb—transitive and intransitive. The objective element. Introduction of case. Regular and irregular verbs. The clause to be introduced. Selections from the Reader of all the parts of speech. Verb—active, passive, and neuter. Tense. Analysis of simple sentences. The subject a word, phrase, and clause; the predicate a noun, an adjective, a verb. Use of Brown's First Lines of English Grammar, to page 74, at option of teacher.

EIGHTH SCHOOL YEAR.—*Composition.*—Narrative and descriptive exercises extended. Business letters may take the place of other letters. *Grammar.*—Brown's First Lines completed.

The principal changes made by the revised course have now been considered. The course as it now stands is not claimed to be perfect, nor even what the wants of popular education require, but it is the best course which could be introduced in the present condition of our schools and the teaching profession. It is one step towards rescuing our schools from that text-book system whose highest realization can only insure to the pupil an acquisition of the "realized wisdom of the race," and which usually realizes only the "text-book-crammed pupils leaving school with disgust for books." The revised course recognizes that the child's destiny is activity, as Froebel expresses it; and a child must conquer knowledge, discover facts and truths for itself, though the facts and truths be known to the world since the dawn of the human intellect. The child, in order to acquire intellectual power, must exercise intellectual power, and not be a mere passive recipient. The mastery of the printed page is one of the objects in school education, but the most important object is to teach the child how to gain a mastery of the knowledge inscribed on the page of every-day life.

As far as the revised course has been introduced it has obtained general approbation, and "it is credited with being more rational and better calculated to enlist the thinking faculties of pupils than the system it will supplant." In the Eastern States the course has been highly commended. Some of our California cities have incorporated its most important features into their course of studies.

Appended is a list of the text books required to be used in the public schools of California. Then follows a list of the library books adopted by the State Board of Education, March fifteenth, June thirteenth, eighteen hundred and seventy-one, and December thirteenth, eighteen hundred and seventy-two.

LIST OF TEXT BOOKS.

READING.—McGuffey's Series, with Charts; Willson's Charts, where already in school.

ARITHMETIC.—Robinson's Progressive Primary, Rudiments, Practical, and High School; Colburn's Intellectual.

SPELLING.—Willson's Spellers; Swinton's Word Analysis.

GEOGRAPHY.—Monteith's Series.

GRAMMAR.—Brown's Series.

HISTORY OF THE UNITED STATES.—Swinton's Condensed School History of the United States.

ALGEBRA.—Robinson's Series.

NATURAL PHILOSOPHY.—Hotze's First Lessons in Physics.

PENMANSHIP.—Payson, Dunton & Scribner's Series.

PHYSIOLOGY.—Cutter's Elementary; Cutter's Larger.

LIST OF BOOKS FOR PUBLIC SCHOOL LIBRARIES.

HISTORY.

Abbott's Illustrated Histories.
Alison's History of Europe.
Bancroft's History of the United States.
Carlyle's History of the French Revolution.
Dickens' Child's History of England.
Freeman's Outlines of History.
Gibbon's History of Rome.
Goldsmith's History of Greece.
Grote's History of Greece.
Hall's History of San José.

Hildreth's History of the United States.
Hume's History of England.
Motley's Works, complete.
Macaulay's History of England.
Prescott's Works, complete.
Rollin's Ancient History.
Tuthill's History of California.
Tytler's Universal History.
Vignettes of American History.
Willard's Common School History of the United States.
Willard's Universal History.

SCIENTIFIC.

Agassiz's Method of Study in Natural History.
Agassiz's Geological Sketches.
Agassiz's Structure of Animal Life.
Agassiz's & Gould's Zoölogy.
Ansted's Earth's History.
Bolander's Catalogue of California Plants.
Birds of California, State Geological Survey.
Correlation and Conservation of Forces.
Cutter's Anatomy, Physiology, and Hygiene.
Dana's Manual of Geology
Dorcas' Mineralogy and Geology.
Domestic Animals and their Homes.
Dalton's Physiology and Hygiene.
Ennis' Origin of the Stars.
Faraday's Chemistry of a Candle.
Figuier's Human Race.
Figuier's World before the Deluge.
Figuier's Ocean World.
Figuier's Insect World.
Figuier's Vegetable World.

Figuier's Birds and Reptiles.
Figuier's Mammalia.
Figuier's Primitive Man.
Frick's Physical Technis.
Gray's How Plants Grow.
Gray's Lesson in Botany.
Gray's Manual of Botany.
Gray's Manual of Botany with Mosses.
Gray's Structural Botany.
Gray's Field, Forest, and Garden Botany.
Gosse, A year at the Shore.
Guyot's Earth and Man.
Geology of California, State Geological Survey.
Guillemin, The Heavens.
Hooker's Science of Common Things.
Hooper's Child Book of Nature.
Hooker's First Book in Chemistry.
Hooker's Natural History.
Hibberd, Clever Dogs, Horses, etc.
Hogg, The Microscope.
History of a Pin.

Henderson's Practical Floriculture.
 Hotze's First Lessons in Physics.
 Half Hours with Modern Scientists.
 Hitchcock and Walden's The Earth
 and its Wonders.
 International Series.
 Jarvis' Physiology and Laws of
 Health.
 Kirk's Anatomy and Physiology.
 Kingsley's Town Geology.
 Leed's Treatise on Ventilation.
 Lyell's Principles of Geology.
 Lindley and Moore's Treasury of
 Botany.
 Mayhew's Wonders of Science.
 Mattison's Elements of Astronomy.
 Mitchell's Popular Astronomy.
 Mitchell's Planetary and Stellar
 Worlds.
 Muller's Chips from a German
 Workshop.
 Muller's Science of Language.
 Muller's Science of Religion.
 Nicholson's Manual of Zoölogy.
 Natural History Picture Book.
 Our Feathered Companions.
 Our Dumb Neighbors.
 Our Dumb Companions.
 Our Children's Pets.
 Oliver's Lessons in Elementary
 Botany.
 Pepper's Scientific Amusements.
 Pepper's (J. H.) Play Book of
 Metals.
 Pepper's (J. H.) Play Book of
 Science.
 Roscoe's Chemistry.
 Reclus, The Earth.

Reclus, The Ocean.
 Reason Why in Science.
 Ruschenberger's Natural History.
 Stewart's Physics.
 Schellin's Spectrum Analysis.
 Schele de Vere, Wonders of the
 Deep.
 Schele de Vere, Americanisms.
 Schele de Vere, Studies in English.
 Steele's Fourteen Weeks in As-
 tronomy.
 Steele's Fourteen Weeks in Chem-
 istry.
 Steele's Fourteen Weeks in Ge-
 ology.
 Steele's Fourteen Weeks in Phil-
 osophy.
 Tenny's Natural History, abridged.
 Tyndall's Fragments of Science
 for Unscientific People.
 Tyndall's Hours of Exercise in the
 Alps.
 Tyndall's Light and Electricity.
 Tyndall on Heat.
 Tyndall on Sound.
 Tyndall's Molecular Forces.
 Tyndall's Forms of Water.
 Well's Things Not Generally
 Known.
 Well's Science of Common Things.
 Wood's Home Without Hands.
 Whewell's History of the Induct-
 ive Sciences.
 Williams' Window Gardening.
 Wild Animals and Their Homes.
 Winchell's Sketches of Creation.
 What the Wood Whispers to Itself.

EDUCATIONAL.

Anderson's Historical Reader.
 Abbott's Gentle Measures in the
 Management of the Young.
 Abbott's Science for the Young.
 Bryant, White, and Stowell's Busi-
 ness Arithmetic.
 Bernstein's Popular Treatise on
 Natural Science, 1872.
 Bullion's Grammar.
 Bates' Methods of Teachers' In-
 stitute.
 Bates' Institute Lectures.
 Bonnell's Composition.
 Brookfield's Composition.

Brown's (Goold) Grammar of
 Grammars.
 Colburn's Arithmetic and its Ap-
 plications.
 Colburn's First Steps in Numbers.
 Cole's Institute Reader.
 Crabbe's Synonymes.
 Calkin's Object Lessons.
 Cowdrey's Moral Lessons.
 Chambers' Miscellaneous Ques-
 tions.
 Cavé Method of Learning to Draw
 from Memory.
 Cavé Method of Teaching Color.

- Chevrue! on the Laws of Contrast and Color.
 Davies' First Lessons in Arithmetic.
 Davies' Primary Arithmetic.
 Davies' Intellectual Arithmetic.
 Davies' Written Arithmetic.
 Davies' New School Arithmetic.
 Key to same.
 Davies' Practical Arithmetic.
 Key to same.
 Davies' University Arithmetic.
 Key to same.
 Davies' Practical Mathematics.
 Davies' Elementary Algebra.
 Davies' Key, Elementary Algebra.
 Davies' University Algebra.
 Davies' Key, University Algebra.
 Davies' Bourdon Algebra.
 Davies' Key, Bourdon Algebra.
 Davies' Metric System.
 Dame Nature and her Three Daughters.
 Emerson's School and Schoolmaster.
 Eaton's Primary Arithmetic.
 Eaton's Intellectual Arithmetic.
 Eaton's Elements of Arithmetic.
 Eaton's Common School Arithmetic.
 Eaton's Key of Answers to Common School Arithmetic.
 Eaton's Key of Solutions to Common School Arithmetic.
 Eaton's Grammar School Arithmetic.
 Eaton's High School Arithmetic.
 Eaton's Key of Answers to High School Arithmetic.
 Eaton's Key of Solutions to High School Arithmetic.
 Eaton's Questions on Principles of Arithmetic.
 Field's Rudiments of Color and Coloring.
 Fowle's Teachers' Institutes.
 French's First Lessons in Numbers.
 French's Elementary Arithmetic.
 French's Mental Arithmetic.
 French's Common School Arithmetic.
 Green's Common School Grammar.
 Guyot's Introductory Geography.
 Guyot's Elementary Geography.
 Guyot's Intermediate Geography.
 Guyot's Common School Geography.
 Guyot's Common School Geography, Teacher's Edition.
 Hole's Brief Biographical Dictionary.
 Holbrook's Normal Method.
 Hart's First Lessons in Composition.
 Hart's Composition and Rhetoric.
 Hart's In the School room.
 Hunt's Literature.
 Hutchison's Physiology.
 Jewell's School Government.
 Kidd's Elocution.
 Kidd's Rhetorical Reader.
 Kindergarten Guide.
 Kriege, The Child, its Nature and Relations.
 Lewis' New Gymnastics.
 Lock Amnden, the Schoolmaster.
 Mitchell's Ancient Geography and Atlas.
 McElligott's Analytical Manual.
 Mansfield's American Educator.
 Mason's Manual of Calisthenics.
 Mayhew's Universal Education.
 Murdock and Russell's Orthopony.
 Mulligan's Structure of the English Language.
 Modern Philology.
 Monroe's Fifth Reader.
 Monroe's Vocal Gymnastics.
 McGuffey's First Reader.
 McGuffey's Second Reader.
 McGuffey's Third Reader.
 McGuffey's Fourth Reader.
 McGuffey's Fifth Reader.
 McGuffey's Sixth Reader.
 McGuffey's High School Reader.
 McGuffey's Eclectic Speaker.
 Mill's Logic.
 Northend's Teachers' Assistant.
 Northend's Teacher and Parent.
 Olmsted's Natural Philosophy.
 Oswald's Etymological Dictionary.
 Page's Theory and Practice of Teaching.
 Phelps' Student.
 Phelps' Educator.
 Proctor's Other Worlds than Ours.
 Porter's Elements of Intellectual Science.
 Randall's Popular Education.

Russell's Exercises on Words.
 Russell and Murdock's Vocal Culture.
 Russell's Normal Training.
 Rolfe and Gillett's Natural Philosophy.
 Rouge English Kindergarten.
 Robinson's Elementary Algebra.
 Robinson's Key to Elementary Algebra.
 Robinson's University Algebra.
 Robinson's Key to University Algebra.
 Scott's History of the United States.
 Silliman's Chemistry.
 Soule's English Synonymes.
 Spencer (Herbert) on Education.
 Steinwehr's Eclectic Geography, No. 1.
 Steinwehr's Eclectic Geography, No. 2.
 Steinwehr's Eclectic Geography, No. 3.
 Swinton's Condensed U. S. History.
 Swinton's Word Analysis, Part II.
 Swinton's Work Book, Part I.
 Scholar's Companion.
 Swett's Questions for Written Examinations.
 Sheldon's Object Lessons.
 Sheldon's Elementary Instruction.
 Smith's Complete Etymology.
 Trench on Study of Words.
 Taine's English Literature.

The Autobiography of a Lump of Coal.
 Vulgarisms and Other Errors of Speech.
 Webb's First Lesson in Language and Drawing.
 Webster's New Pictorial Dictionary, Unabridged.
 Welch's Object Lessons.
 Wedgewood's Origin of Language.
 Wickersham's School Economy.
 Wood's Class Book in Botany.
 Wood's Illustrated Natural History.
 White's Graded School Primary Arithmetic.
 White's Intermediate, with or without Answers.
 White's Complete Arithmetic.
 Willson's First Reader.
 Willson's Second Reader.
 Willson's Third Reader.
 Willson's Fourth Reader.
 Willson's Fifth Reader.
 Willson's Primary Speller.
 Willson's Large Speller.
 Willson's New Speller.
 Willson's Intermediate Third Reader.
 Willson's Intermediate Fourth Reader.
 Youman's Culture Demanded by Modern Life.

BIOGRAPHY.

Abbott's Frederick the Great.
 Alfred the Great, by T. Hughes.
 Boswell's Life of Johnson.
 Curtis' Life of Daniel Webster.
 Carlyle's Frederick the Great.
 Eminent Statesmen.
 Everett's Life of Washington.
 Famous Generals.
 Mayhew's Boyhood of Luther.
 Mayhew's Peasant-Boy Philosopher, (Ferguson.)

Mayhew's Wonders of Science, (Sir H. Davy).
 Mayhew's Young Ben Franklin.
 Smiles' Life of George and Robert Stephenson.
 Spark's Washington.
 Strickland's Queens of England.
 Thomas' Dictionary of Biography.
 Thomas' Biographical Dictionary.
 Wirt's Life of Patrick Henry.

POETRY.

Arnold (Geo.)
 Bartlett's Familiar Quotations.
 Browning (Mrs.)
 Bryant.

Burns.
 Byron.
 Cowper.
 Campbell.

Dryden.
 Goethe (Brooks.)
 Gray.
 Goldsmith.
 Homer, (Translated.)
 Hale's Dictionary of Poetical Quotations.
 Hood's (Thomas) Poems.
 Holmes' Poems.
 Lowell's (James Russell) Poems.
 Longfellow.
 Milton.
 Moore.

Poe.
 Pope.
 Rogers.
 Schiller.
 Shakespeare.
 Scott.
 Thomson.
 Tasso.
 Tennyson's Poems.
 Whittier's Poems.
 Wordsworth's (William) Poems
 Willis' Poems.
 Young's Night Thoughts.

JUVENILES.

Artist's Son.
 Archie's Shadows.
 Album Library.
 Arabian Nights.
 Æsop's Fables.
 Actions Speak Louder than Words.
 Anderson's (Hans C.) Stories for the Household.
 Anderson's (Hans C.) Wonder Stories.
 Anderson's (Hans C.) Juveniles.
 Arthur's Home Stories.
 Among the Squirrels.
 Abbott's Harlie Stories.
 Abbott's Florence Stories.
 Abbott's Rainbow and Lucky Series.
 Abbott's Marco Paul Series.
 Balloon Travels in Europe.
 Bonner's Child's History of Greece.
 Bonner's Child's History of Rome.
 Boy's Trip Across the Plains.
 Boy's Treasury of Sport and Pastimes.
 Both Sides of the Street.
 Boy's Book of Trades, and the Tools used in them.
 Bessie Books.
 Boy's Own Toy Maker.
 Boy Artist.
 Boy's Play Book of Science.
 Boy's Own Book of Natural History.
 Browne's (Ross) Yusef.
 Browne's (Ross) Crusoe's Island.
 Butterfly Hunters.
 Captain John.
 Captain Wolf and Other Sketches of Animal Life.

Cast Away in the Cold.
 Candy Elephant, by Clara G. Doliver.
 Celebrated Children of all Ages.
 Changing Base.
 Children's Album.
 Children's Sunday Album.
 Child's Picture Book of Domestic Animals.
 Cooper's Stories of the Prairie.
 Corner Cupboard of Facts.
 Culm Rock.
 D'Aulnoy's (Countess) Fairy Tales.
 Dawnings of Genius.
 Dickens' Little Folks.
 Dana's Two Years Before the Mast.
 Doty Dimple.
 Double Play.
 Du Chaillu; Ashango Land.
 Du Chaillu; Apingi Kingdom.
 Du Chaillu; Equatorial Africa.
 Du Chaillu; Gorilla Country.
 Dolliver (Clara G.); No Baby in the House.
 Dick and Daisy Series.
 Edgeworth's (Mrs).
 Elm Island Series.
 Franconia Stories.
 Fifteen Decisive Battles of the World.
 Frontier Series.
 Famous Ballantyne Books.
 Fireside Library (Hans Anderson).
 Grimm's Household Stories.
 Girl's Own Treasury.
 John Gay; or, Work for Boys.
 Mary Gay; or, Work for Girls.
 Grandfather's Nell.
 Glance Gaylord Series.

Gipsy Library.

George's Menagerie.
 Girl's Own Book.
 Girl's Own Book, Extended.
 Hughes' Tom Brown's School Days at Rugby.
 Hughes' Tom Brown at Oxford.
 Helping Hand Series.
 Howitt's Pictures from Nature.
 Howitt's (Mary) Series of Popular Juveniles.
 Hawthorne's True Stories from History.
 Hawthorne's Wonder Book.
 Hawthorne's Twice Told Tales.
 Hawthorne's Tanglewood Tales.
 Harry's Summer in Ashcroft.
 Home Stories.
 Inglenook.
 Island Home.
 Ingelow's Studies for Stories from Girls' Lives.
 Isaac Phelps.
 Jonas Books.
 Jack of all Trades.
 Kathie Stories.
 Livingstone's South Africa.
 Lawrence's Adventures among the Ice Cutters.
 Little Men.
 Little Women.
 Little Prudy Series.
 Land of Thor.
 Lucy Books.
 Little Learner's Series.
 Little Agnes Library for Girls.
 Little Anna Stories.
 Library of Adventures on Land and Sea.
 Marooner's Island Stories.
 Mildred Gwynne.
 My Favorite Library.
 Magnet Series.
 McDonald Series.
 Mulock's French Country Family.
 Men Who Have Risen.
 My Feathered Friends.
 New Prize Library, Boys.
 New Prize Library, Girls.
 Oakland Stories.
 Optical Wonders.
 Old Fashioned Girl.
 Old World Seen with Young Eyes.
 One Day's Weaving.

Off the Sea.

Papers for Thoughtful Girls.
 Pictures and Stories of Animals.
 Paul and Virginia.
 Parley's Cottage Library.
 Parley's Youth's Library of History.
 Parley's Youth's Library of Biography.
 Parley's Youth's Library of Literature and Science.
 Percy Family.
 Peep of Day Series.
 Pleasant Cove Series.
 Proverb Stories.
 Ragged Dick Series.
 Rollo Books.
 Robinson Crusoe in Monosyllables.
 Robinson Crusoe.
 Rollo's Tour in Europe.
 Summer in Scotland.
 Smiles' Self Help.
 Swiss Family Robinson.
 Stories Told to a Child.
 Stories of the Island World.
 Sanford and Merton.
 Ships and Sailors, illustrated.
 Spectacles for Young Eyes.
 Stories and Sights of France and Italy.
 Snail Shell Harbor.
 Ten Thousand Wonderful Things.
 That's It; or, Plain Teaching.
 The Seven Wonders of the World.
 The True Robinson Crusoes.
 Tom Bentley.
 Tone Masters.
 Veronica.
 Wallace's Malay Archipelago.
 Whitney's Faith Gartney.
 Whitney's Gayworthies.
 Whitney's Leslie Goldthwaite.
 Whitney's Patience Strong.
 Whitney's We Girls.
 Wonders of Heat.
 Wonders of Nature.
 Water Babies.
 Walter's Tour in the East.
 Whispering Pine Series.
 Wonderland Library.
 Whole Armor.
 Young America Abroad.
 Young Dodge Club.

MISCELLANEOUS.

- Across America and Asia.
 Alford's Good English.
 Appleton's *Cyclopedia of Biography*.
 American Encyclopedia.
 Bacon's Works.
 Baker's Albert N'Yanza.
 Baker's Eight Years Wandering in Ceylon.
 Baker's Nile Tributaries.
 Baker's Rifle and Hound.
 Brace's New West.
 Biart's Adventures of a Young Naturalist.
 Belcher's (Lady) Mutineers of the Bounty.
 Browne's (Ross) American Family in Germany.
 British Eloquence.
 Bulwer's Alice.
 Bulwer's Last Day of Pompeii.
 Bohn's Handbook of Proverbs.
 Chambers' Encyclopedia of Universal Knowledge, revised edition.
 Chambers' *Cyclopedia of English Literature*.
 Cooper's (J. Fenimore) Works.
 Confucius and the Chinese Classics.
 Charles Dickens' Works.
 D'Israeli's Curiosities of Literature.
 Don Quixote.
 Goldsmith's (Oliver) Works.
 Gould's Good English.
 Girlhood and Womanhood.
 Guizot's History of Civilization.
 Hamerton's Thought About Art.
 Hayes' Land of Desolation.
 Half Hour with the best French Authors.
 Humboldt's Cosmos.
 Humboldt's Travels.
 Humboldt's View of Nature.
 Hutchings' Scenes of Wonder and Curiosity in California.
 Illustrated Library of Wonders.
 Irving's (Washington) Works.
 Lamb's (Charles) Complete Works.
 Life and Nature under the Tropics.
 Lippincott's Gazetteer of the World.
 Mitchell's New Atlas (large).
 Morlet's Travels in Central America.
 Mowry's Arizona and Sonora.
 Nick of the Woods.
 Noctes Ambrosiana.
 Orton's Andes and Amazon.
 Our Girls, by Dio Lewis.
 Our Poetical Favorites.
 Ocean Life Series.
 On the Sea.
 Palgrave's Gems of English Literature of the 19th Century.
 Pascal's Letters.
 Plutarch's Lives.
 Porter's Books and Reading.
 Pycroft's Course of Reading.
 Representative Men of the Pacific.
 Rasselas.
 Rob Roy on the Jordan.
 Sir Walter Scott's Waverly Novels.
 Scottish Chiefs.
 Sea and its Wonders.
 Spectator.
 Spider's Spinnings; or, Adventures in Insect Land.
 Simm's Works.
 Swift's Going to Jericho.
 Three Thousand Miles Through the Rocky Mountains.
 The Library; or, What Books to Read and What to Buy.
 Warren's Diary of a Medical Student.
 Warren's Now and Then.
 Whipple's Success and its Conditions.
 White's (R. G.) Words and their Uses.
 Wild Sports of the World.
 Yeat's Natural History of Commerce—Raw Material.
 Yeat's Natural History of Commerce—Manufactures.
 Yeat's Growth and Vicissitudes of Commerce.

RULES AND REGULATIONS OF THE PUBLIC SCHOOLS OF CALIFORNIA.

[Adopted by the State Board of Education, in accordance with subdivision one of section fifteen hundred and twenty-one of the Political Code, and required to be enforced in all public schools, according to subdivision one of section sixteen hundred and ninety-six of the Political Code.]

SECTION 1. Teachers are required to be present at their respective school rooms, and to open them for the admission of pupils, at fifteen minutes before the time prescribed for commencing school, and to punctually observe the hours for opening and closing school.

SEC. 2. Unless otherwise provided by special action of Trustees, or Boards of Education, the daily school sessions shall commence at nine o'clock A. M., and close at four o'clock P. M., with an intermission at noon of one hour, from twelve M. to one P. M. There shall be allowed a recess of twenty minutes in the forenoon session, from ten-forty to eleven o'clock, and a recess of twenty minutes in the afternoon session, from two-forty to three o'clock. When boys and girls are allowed separate recesses, fifteen minutes shall be allowed for each recess.

SEC. 3. In graded primary schools, in which the average age of the pupils is under eight years, the daily sessions shall not exceed four hours a day, exclusive of the intermission at noon, and inclusive of the recesses. If such schools are opened at nine o'clock A. M., they shall be closed at two o'clock P. M. In ungraded schools, all children under eight years of age shall be either dismissed after a four hours' session, or allowed recesses for play of such length that the actual confinement in the school room shall not exceed three hours and a half.

SEC. 4. No pupil shall be detained in school during the intermission at noon, and a pupil detained at any recess shall be permitted to go out immediately thereafter. All pupils, except those detained for punishment, shall be required to pass out of the school rooms at recess, unless it would occasion an exposure of health.

SEC. 5. Principals shall be held responsible for the general management and discipline of the schools; and the other teachers shall follow their directions, and coöperate with them, not only during the school hours, but during the time when the pupils are on the school premises, before and after school, and during recesses. Assistants shall be held responsible for the order and discipline of their own rooms, under the general direction of the principals.

SEC. 6. Teachers are particularly enjoined to devote their time faithfully to a vigilant and watchful care over the conduct and habits of the pupils during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds.

SEC. 7. It is expected that teachers will exercise a general inspec-

tion over the conduct of scholars going to and returning from school. They shall exert their influence to prevent all quarreling and disagreement, all rude and noisy behavior in the streets; all vulgar and profane language; all improper games, and all disrespect to citizens and strangers.

SEC. 8. Teachers shall prescribe such rules for the use of the yards, basements, and outbuildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. Teachers shall be held responsible for any want of neatness or cleanliness about their school premises.

SEC. 9. Teachers shall give vigilant attention to the ventilation and temperature of their school rooms. At each recess the windows and doors shall be opened for the purpose of changing the atmosphere of the room. Teachers are cautioned against hot fires and a high temperature.

SEC. 10. Teachers shall enter in the school registers, in the order of their application, the names of all those applying for admission to the school, after the prescribed number of pupils have been received. Such applicants shall be admitted to seats whenever a vacancy occurs in any class for which they have been found duly qualified, in the order of their registration.

SEC. 11. Teachers are authorized to require excuses from the parents or guardians of pupils, either in person or by written note, in all cases of absence or tardiness, or of dismissal before the close of school.

SEC. 12. No pupil shall be allowed to retain connection with any public school unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; *provided*, that no pupil shall be excluded for such cause unless the parent or guardian shall have been furnished, by the teacher, with a list of books or articles needed, and one week shall have elapsed after such notice without the pupil's obtaining said books. Books may be furnished to indigent children by the Trustees, at the expense of the district, whenever the teacher shall have certified in writing that the pupil applying is unable to purchase such books.

SEC. 13. Any pupil who shall in any way cut or otherwise injure any school house, or injure any fences, trees, or outbuildings belonging to any of the school estates, or shall write any profane or obscene language, or make any obscene pictures or characters on any school premises, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense. The teacher may suspend a pupil temporarily for such offense, and shall notify the Trustees of such action. Pupils shall not be allowed to remain in any of the rooms that are provided with improved styles of furniture, except in the presence of a teacher or a monitor, who is made specially responsible for the care of the seats and desks. All damages done to school property by any of the pupils shall be repaired at the expense of the party committing the trespass.

SEC. 14. All pupils who go to school without proper attention having been given to personal cleanliness, or neatness of dress, shall be sent home to be properly prepared for school, or shall be required to prepare themselves for the school room before entering. Every school room shall be provided with a wash basin, soap, and towels.

SEC. 15. No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 16. The books used and the studies pursued shall be such, and such only, as may be authorized by the State Board of Education; and no teacher shall require or advise any of the pupils to purchase for use in the schools any book not contained in the list of books directed and authorized to be used in the schools.

SEC. 17. It shall be the duty of the teachers of the schools to read to the pupils from time to time so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 18. In all primary schools exercises in free gymnastics, and vocal and breathing exercises, shall be given at least twice a day, and for a time not less than five minutes for each exercise.

SEC. 19. The following supplies shall be provided by the District Clerk, under the provisions of section sixteen hundred and twenty of the Political Code, on the written requisition of the teacher, viz.: clocks, brooms, dusting brushes, wash basins, water buckets, tin cups, dust pans, matches, ink, ink bottles, pens, penholders, slate pencils, crayon chalk, hand bells, coal buckets or wood boxes, shovels, pokers, soap, towels, thermometers, door mats, scrapers, and stationery.

SEC. 20. Trustees are authorized and recommended to employ a suitable person to sweep and take care of the school house, and to make suitable provision for supplying the school with water.

RULES FOR PUPILS.

1. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to schoolmates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing.

2. Pupils are required in all cases of absence to bring, on their return to school, an excuse in writing from their parents or guardians, assigning good and sufficient reasons for such absence.

3. All pupils who have fallen behind their grade, by absence or irregularity of attendance, by indolence or inattention, shall be placed in the grade below, at the discretion of the teacher.

4. No pupil shall be permitted to leave school at recess, or at any other time before the regular hour for closing school, except in case of sickness, or on written request of parent or guardian.

5. Any scholar who shall be absent one week without giving notice to the teacher, shall lose all claim to his particular desk for the remainder of the term, and shall not be considered a member of the school.

6. Each scholar shall have a particular desk, and shall keep the same and the floor beneath in a neat and orderly condition.

INSTRUCTIONS TO TEACHERS.

1. Teachers will endeavor to make themselves acquainted with parents and guardians, in order to secure their aid and coöperation, and to better understand the temperaments, characteristics, and wants of the children.

2. Teachers shall daily examine the lessons of their various classes, and make such special preparation upon them, if necessary, as not to be constantly confined to the text book, and instruct all their pupils, without partiality, in those branches of school studies which their various classes may be pursuing. In all their intercourse with their scholars they are required to strive to impress on their minds, both by precepts and example, the great importance of continued efforts for improvement in morals, and manners, and deportment, as well as in useful learning.

3. Teachers should explain each new lesson assigned, if necessary, by familiar remarks and illustrations, that every pupil may know before he is sent to his seat what he is expected to do at the next recitation, and how it is to be done.

4. Teachers should only use the text book for occasional reference, and should not permit it to be taken to the recitation to be referred to by the pupils, except in cases of such exercises as absolutely require it. They should assign many questions of their own preparing, involving an application of what the pupils have learned, to the business of life.

5. Teachers should endeavor to arouse and fix the attention of the whole class, and to occupy and bring into action as many of the faculties of their pupils as possible. They should never proceed with the recitation without the attention of the whole class, nor go round the class with recitation always in the same order or in regular rotation.

6. Teachers should at all times exhibit proper animation themselves, manifesting a lively interest in the subject taught; avoid all heavy, plodding movements, all formal routine in teaching, lest the pupil be dull and drowsy, and imbibe the notion that he studies only to recite.

RULES FOR DISTRICT LIBRARIES.

1. The Librarian appointed by the Trustees shall properly label and number each book in the district library, and keep a catalogue of the same, showing the title and number of each book.

2. The library shall be open for drawing and returning books [here insert such time as may be determined by the Trustees and Librarian.]

3. Every child attending school shall be entitled to the privileges of the library; but when the number of books is insufficient to supply all the pupils, the Librarian shall determine the manner in which books may be drawn.

4. No person shall be entitled to two books from the library at the same time, and no family shall draw more than one book while other families wishing books remain unsupplied.

5. No person shall loan a library book to any one out of his own house, under a penalty of fifty cents for each offense.

6. No person shall retain a book from the library more than two weeks, under a penalty of ten cents for each day he may so retain it; and no person may draw the same book a second time while any other person wishes to draw it.

7. Any person losing or destroying a library book shall pay the cost of such book and a fine of fifty cents; and any person injuring a book by marking, tearing, or unnecessarily soiling it, shall be liable to a fine of not less than ten cents, nor more than the cost of the book, to be determined by the Librarian.

8. Any person refusing or neglecting to pay any penalty or fine, shall not be allowed to draw any book from the library.

9. The Librarian shall report to the Trustees, quarterly, the amount of fines imposed and collected, and the amount received for membership dues; and all moneys accruing from these sources shall be expended for the purchase or repair of books.

10. Any person, other than pupils attending, resident in the school district, may become entitled to the privileges of the school library by the payment of an admission fee of one dollar, and a monthly membership of twenty-five cents.

11. Any person resident in the district, who shall pay to the Trustees the sum of ten dollars, shall be entitled to a life membership privilege of the library.

12. The Librarian shall report, annually, to the District Clerk, on or before the tenth day of July, the number and condition of books in the library, the number and titles of books received by donation, the number and titles of books purchased, the amount of State School Library Fund expended, and the amount derived from fines and membership fees.

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STATE BOARD OF EXAMINATION.

QUESTIONS PREPARED FOR THE USE OF COUNTY BOARDS.

GENERAL QUESTIONS.

1. Write your name in full; number in examination; age; nativity; place of residence.
 2. Are you an applicant for a State Certificate, and if so, for what grade?
 3. In what schools were you educated; how long did you attend each?
 4. What certificates do you hold?
 5. What references in respect to teaching?
 6. What letters of reference in respect to moral character?
 7. In what places and in what kinds of schools have you taught? How long in each? How long in all?
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RULES AND REGULATIONS.

1. No communication.
2. No use of books during examination.
3. Write your name on one of the cards given to you, for the examiner, and keep the other to enable you to remember your number in examination.
4. Write on only one side of each sheet of paper, number your pages, leave a margin, divide into paragraphs, and do not crowd your words.
Paper is cheap; write in a large, legible hand, and thereby save the examiners much vexation of spirit, and yourselves some extra credits.
5. If you find a question that puzzles you, do not waste time in worrying over it, but pass over to the next, and return to it after you have answered the others.
6. Do not hurry; do not worry; do not get excited and nervous, but quietly write all you know about the subject.
7. In Arithmetic, separate every operation by ruled lines across the page, or by a blank space. Make large figures, and do not mix up operations.

8. In Grammar, use the briefest forms of parsing and analysis; and do not waste words on details. Any school grammar, ancient or modern, or antediluvian, will be recognized as authority.

9. Do not attempt to "cram" for the examination, for it will only confuse you.

[JUNE, 1872.]

WRITTEN ARITHMETIC.

One hundred credits. Ten questions, ten credits each.

FOR FIRST AND SECOND GRADE CERTIFICATES.

No credits allowed unless the answer is exactly right, and the work put down in full.

1. Upon what principle is cancellation based? Illustrate.
2. To reduce a common fraction to a decimal, why do you divide the numerator by the denominator? Illustrate.
3. In dividing one fraction by another, why do you invert the terms of the divisor? Illustrate.
4. How would you find the least common multiple of two or more fractions?
5. The longitude of Stockholm is $18^{\circ} 4' 30''$; the difference in time between Stockholm and a certain place in the United States, is 6 hours, 25 minutes and 45 seconds; what is the longitude of the latter place?
6. Write a note drawn at ninety days, so that when discounted at bank, at ten per cent, the amount received shall be \$1,500. Write a receipt.
7. Define the terms ratio and proportion, and derive two proportions from the fraction $\frac{3}{4}$.
8. In extracting the square root, why do you point off the number into periods of two figures each?
9. The base of a right-angled triangle which contains 339.864 square feet is three times its altitude, what is its hypotenuse?
10. Construct a geometrical series of which 12 is the first term and 15,552 is the fifth.

THIRD GRADE ARITHMETIC.

One hundred credits. Sixteen questions, six credits each.

No credits allowed unless the answer is strictly correct, and the full operation accompanies the same.

1. Find the sum, difference, and product of .025 and .0002, and the quotient of the last decimal divided by the first.
2. Find the sum, difference, and product of $\frac{7}{8}$ and $\frac{7}{12}$, and the quotient of the first fraction divided by the last.
3. A hall is 85 feet long, 44 feet wide, and 20 feet high; how far is it from one corner on the floor to the corner on the floor diagonally opposite?

4. A broker hires at a bank \$500 for 90 days at $1\frac{1}{2}$ per cent a month; for how much must he give his note?
5. What is the commercial discount on a bill of goods for \$4,500, sold on 90 days time, 5 per cent off for cash?
6. What is the interest of \$500 for 112 days at 10 per cent a year?
7. A milliner sells a bonnet for \$18, and loses $33\frac{1}{3}$ per cent; what did the bonnet cost?
8. 63 is 64 per cent of what number?
9. This year a teacher's salary, \$900, is 12 per cent more than it was last year; what was it last year?
10. What is the rate of speed on a railroad train that runs 120 miles in 4 hours and 13 minutes.
11. How many yards of paper will it take to cover the wall of a room, 20 by 18 feet, deducting two doors, each 6 feet by $2\frac{1}{2}$ feet?
12. Divide 44 rods 7 feet by 22 rods 3 feet 6 inches.
13. Divide $\frac{5}{8}$ by $\frac{3}{4}$, and write out an explanation of the reasons of the method.
14. Multiply 1,728 by $\frac{5}{12}$ and write out the analysis.
15. Divide 739 by 2, and explain each step in the method.
16. From 1,000 miles take five-tenths of an inch, and give the answer in miles, rods, yards, feet, and inches.
17. (*Four credits.*) A fruit peddler in San Francisco bought oranges at the rate of 3 for 4 cents, and sold them at the rate of 2 for 5 cents, clearing \$4 20; how many oranges did he buy and sell?

MENTAL ARITHMETIC.

Twenty-five credits. Ten questions, two and one half credits each.

No credits allowed unless a full and correct analysis is given.

1. A man built 40 rods of wall in a certain time; another man can build 9 rods while the first builds 5; how much would he build in the same time?
2. 24 is 7 times what number?
3. If 8 dollars worth of provisions will serve 7 men 5 days, how many days would 16 dollars worth of provisions last 4 men?
4. Three men, A, B, and C, hired a garden; A paid 6 dollars; B, 5 dollars, and C, 9 dollars. They sold the produce for 40 dollars; what did each one's share amount to?
5. Two men hired a pasture for 32 dollars; the first put in 3 sheep for 4 months; the second put in 4 sheep for 5 months; how much ought each to pay?
6. A cistern has 3 pipes; the first would fill it in 3 hours; the second in 6 hours; the third in 4 hours; how long would it take them all to fill it, if they were all running at once?
7. A man and his wife found by experience that, when they were both together, a bushel of meal would last them only 2 weeks; but when the man was gone it would last his wife 5 weeks, how long would it last the man alone?

8. If a quarter of wheat affords 60 ten-penny loaves, how many eight-penny loaves may be obtained from it?

9. What number is that which, being increased by its half, its fourth, and 18 more, will be doubled?

10. How many yards of shalloon, $\frac{3}{4}$ of a yard wide, will line 8 yards of broadcloth that is $1\frac{1}{2}$ yards wide?

GRAMMAR.

One hundred credits.

FOR FIRST AND SECOND GRADE CERTIFICATES.

1. (*Twelve credits.*) Write sentences in which a verb in the infinitive mood is the subject, the object, the predicate, nominative or adverbial element.

2. (*Ten credits.*) Correct the following, and give reasons therefor: "Did you write your letters yet?" "Will I read the sentence like you have?" "He said that a sheep and ox who were laying in the meadow has ate the grass." "I do not think it to be he for he is judicious." "I do not know but what I shall write."

3. (*Five credits.*) What is the difference between a noun in apposition with the subject and a noun used as a predicate nominative? Give example.

4. (*Six credits.*) How can a compound sentence be changed into a complex sentence? A complex sentence into a simple one? Illustrate.

5. (*Five credits.*) Make a sentence complex by means of an adjective clause limiting the object.

6. (*Ten credits.*) Parse the italicised words in the following: "David and Jonathan loved *each other*." "*What* with pestilence, and *what* with fire, London was sadly reduced." "*Whatever* purifies, *fortifies* the heart."

7. (*Ten credits.*) Give three cases where two nominatives connected by "and" do not require a plural verb. Illustrate.

8. (*Twelve credits.*) Give the passive participles of "sink;" conjugate the verb "spring," in the compound tenses of the indicative mood. Give a brief statement of the variations necessary to the conjugation of the regular verbs in the active voice.

9. (*Ten credits.*) Write the participles preferred to the following forms: Sawn; payed; shorn; abided; mown; throwed. How many tenses do you recognize in the subjunctive mood, and how are they employed?

10. (*Twenty credits.*)

"And thus far hear me, Cromwell:

And, when I am forgotten—as I shall be—

And sleep in dull cold marble, where no mention

Of me must more be heard of—say, I taught thee;

Say, Wolsey, that once trod the ways of glory

And sounded all the depths and shoals of honor,

Found thee a way, out of his wreck, to rise in,

A sure and safe one, though thy master missed it."

(a) What kind of a sentence is the above quotation?

(b) What is the principle clause?

- (c) What element of the sentence is "Wolsey that — it?"
- (d) What does "When I am forgotten" limit?
- (e) Parse "Say."
- (f) Analyze the element "And sleep in dull — heard of."
- (g) Parse "thee" in the seventh line.
- (h) Parse "of" after "heard" in the fourth line.
- (i) Parse "one" in the last line.
- (j) What element is "Though thy master missed it," and what does it limit?

THIRD GRADE GRAMMAR.

One hundred credits. Ten questions, ten credits each.

Note. Credits will be allowed for any forms of analysis and parsing, found in any of a score of school grammars. Use *brief* forms of analysis and parsing, leaving out details.

1. Combine the following statements into a simple sentence:

"Lee advanced. He left his fortifications. He crossed the Potomac. He advanced northward. He advanced through Maryland. He advanced to Gettysburg."

2. Put the following statements into a compound sentence containing two subjects and two predicates:

"The roar of Niagara can be heard. The cloud can be seen. It can be heard at a distance of fifteen miles. There is a cloud formed by its spray. It can be seen at a distance of fifty miles."

3. Combine the following statements into a complex sentence:

(Principal.) "It would be presumptuous in us to assert something."
(Subordinate.) "We look through nature. We observe the manifest indications of design. Every part of nature indicates these designs. Comets are of no use. They serve no purpose in our system."

4. Explain the distinction in the use of *shall* and *will* in the future perfect (second future) tense, indicative mood.

5. In what case is it more elegant to use "that" instead of "who" or "which"?

6. Write all the principal parts of the verb "work," all its participles, and all forms of its infinitives.

Example.

"Trust no future, howe'er pleasant,
Let the dead past bury its dead."

7. What kind of a sentence? Why? Parse *let*, *dead*, and *bury*.

Example.

"He stood, and called
 His legions, angel forms, who lay entranced
 Thick as Autumnal leaves (that strow the brooks
 In Vallambrosa, where the Etrusian shades
 High over-arched embower;) or scattered sedge
 Afloat, when with fierce winds Orion armed
 Hath vexed the Red Sea coast."—[*Milton.*]

8 and 9. (a) What kind of a sentence? Why? How many clauses, and what kind of clauses?

(b) What kind of a modifier, or adjunct, is that part inclosed in a parenthesis? What does it modify?

Note. In parsing, use the shortest possible form.

10. (a) Parse "embower" and "armed."

(b) Parse "Red Sea" and "hath vexed."

(c) Parse "leaves" and "forms."

GEOGRAPHY.

One hundred credits. Twenty questions, five credits each.

FOR FIRST AND SECOND GRADE CERTIFICATES.

One credit off for each misspelled word.

1. Why are the meridians nearer together at the top than at the bottom, on a sectional map?
2. Why are the Tropics drawn $23\frac{1}{2}^{\circ}$ from the Equator?
3. What is the population of the United States?
4. Where is Roumania? The Dead Sea? Astrachan? Mt. Vesuvius? Jeddo?
5. What country is most extensively engaged in manufacturing?
6. Locate the principal coal and iron sections of the world. Largest grain port.
7. Describe the principal river of England; of Ireland; of Australia; of Alaska; of India.
8. Which is farther north, Great Britain or New Zealand? Which has the milder Winters? Why?
9. Name the principal vegetable productions of Brazil; Arabia; Cuba; China; Africa.
10. What determines the climate of continents? Where are Winters usually more severe—on the coast, or in the interior?
11. Is Ireland in the Frigid or Temperate Zone? What articles of food are grown north of the Arctic Circle?
12. Name the largest two islands of the Empire of Japan. Of the Sandwich Islands.
13. What metals are shipped on board vessels in Lake Superior?
14. Name two animals peculiar to Australia; two to Africa; two to the Frigid Zone; two to South America.

15. What part of the United States has the least amount of rain? What part of South America? What part of Asia?
 16. What causes the ebb and flow of tides?
 17. Name a city on the eastern coast of the United States, a city in Europe, and a city in Asia, in nearly the same latitude as San Francisco.
 18. Name the principal localities in which are found: Diamonds; Salt; Silver; Quicksilver; Gold.
 19. What is the highest mountain in the United States? In the world? Give height of each.
 20. In what direction do Trade Winds blow? Why?
- When it is noon in San Francisco, where is it midnight?

THIRD GRADE GEOGRAPHY.

One credit off for each word misspelled. Examiners will credit strictly.

TEN QUESTIONS, TEN CREDITS EACH.

1. Write five elementary questions (adapted to a class using a primary geography), about the local geography of the place in which the examination is held.
2. Write ten questions that you would ask a child before whom you have placed a globe.
3. Write five of the most important points about the geography of the United States, to which you would drill a class in primary geography.
4. What parts of the primary geography in common use do you consider of the greatest value to a child?
5. Bound Germany, name in it four large cities, two rivers, and one mountain range.
6. Name the three great rivers of the entire Pacific Coast of the United States; the four principal cities; the four principal mountain ranges, and the four leading exports.
7. Describe the Japan Current.
8. Why is the climate near the Poles colder than the climate near the Equator?
9. Why are the summits of mountains in the torrid zone covered with snow all the year round?
10. Where is the island of New Zealand and to whom does it belong?

HISTORY OF THE UNITED STATES.

Fifty credits. Ten questions, five credits each.

FOR FIRST AND SECOND GRADE CERTIFICATES.

One credit off for each misspelled word.

1. Name a portion of America discovered by the English; the Dutch; the Spanish.

2. What can you say of an account of the discovery of America by Europeans before the time of Columbus?
3. When and by whom was each of the following settled: Massachusetts? New York? Virginia? Maryland? Santa Fé?
4. Name three European wars which greatly affected the American colonies. Name an important event in each.
5. State cause and chief result of war of 1812. Name principal land battle and naval battle of that war.
6. State cause, principal battle, and result of Mexican War.
7. How did Canada become a British province? For what is General Wolfe distinguished?
8. State the result of the following battles of the Revolution, and name the respective commanders: Trenton; Saratoga; Stony Point; Yorktown; Brandywine.
9. Mention a leading event in each of the following administrations: Madison's; Jackson's; Washington's; Polk's; Adams'.
10. Name the State in which the following battles were fought, and state result of each: Shiloh; Gettysburg; Chancellorsville; Fredericksburg. Who were the commanders in each?

ALGEBRA.

Fifty credits. Ten questions, five credits each.

1. Remove the parenthesis from the following expression and reduce the result: $a + 2c - (4c - 3a + 2m)$.
2. Multiply $3x^2 - 2yx + 5$ by $x^2 + 2xy - 3$.
3. Show that in multiplication like signs give plus and unlike minus.
4. $\frac{2y(y^2 - x^2)}{5b(c^2 - x^2)} \div \frac{4y^2 - 4yx}{10(bc + bx)}$. Reduce to its simplest form.
5. How is an equation solved?
6. Find the values of x and y , by *comparison*, in the following equations:

$$x - \frac{1}{4}(y - 2) = 5.$$

$$4y - \frac{1}{3}(x + 10) = 3.$$
7. Divide $3a^4 - 8a^2b^2 + 3a^2c^2 + 5b^4 - 3b^2c^2$ by $a^2 - b^2$.
8. $\frac{x - ax}{\sqrt{x}} = \frac{\sqrt{x}}{x}$. Find the value of x .
9. A person purchased a number of yards of cloth for \$2 40. If he had paid the same sum for three yards more, it would have cost him four cents less per yard. How many yards did he buy?
10. Raise $3a - 2x$ to the fifth power by the binomial theorem.

PHYSIOLOGY.

Fifty Credits. Ten questions, five credits each.

1. How is it possible for the blood to flow in opposition to gravity? Where and by what means is the heat of the body generated? What is the temperature of the human body?

2. Out of what is bile made? Name five fluids employed in the process of digestion.
 3. What organ of the body receives the most blood? What is the largest gland in the body? Describe the brain.
 4. What parts of the body are destitute of blood vessels? Name the component parts of the blood.
 5. Where do we find mucous membrane? Where do we find serous membrane?
 6. Describe the spinal cord. Where is its most sensitive point? What are ganglia?
 7. Describe the circulation of the blood.
 8. Name the cartilages of the larynx.
 9. What is the pulse, and why is it not generally felt throughout the body?
 10. Describe the teeth.
-

NATURAL PHILOSOPHY.

Fifty credits. Ten questions, five credits each.

1. How is attraction of gravitation defined? (b) Give some familiar instances in which the law of gravity or gravitation acts.
 2. How do you know that two forces acting conjointly on a body do not produce as great an effect as if they were to act separately?
 3. What is the reason that heavy packages are drawn up planks from the street to a warehouse, instead of being lifted perpendicularly up?
 4. What is necessary in order that the pressure of fluids should be equal in all directions?
 5. How is the nature of intermitting spring accounted for? Explain the theory.
 6. Why are the lower regions of the atmosphere more dense than those higher up?
 7. Upon what does the mischief occasioned by lightning depend?
 8. As the rays of light passing through a double convex lens meet in one focus, what will happen if there is nothing to receive them there?
 9. How is it that we see the images of objects in the proper erect position, since they are inverted upon the retina?
 10. What is supposed to be the nature of the agent producing the phenomena of electricity?
-

READING AND RHETORIC.

Twenty-five credits. Five questions, three credits each. Composition, ten credits.

1. Define and give the uses of the apostrophe, hyphen, caret, brackets, edilla.
2. Correct the following: Sir roger L estrange enjoyed in the reign of charles 2d and james 7th great notoriety as an occasional political writer he is known also as a Translator having produced versions of sops fables senecas Morals ciceros offices, erasmuss colloquies quevedos visions and the works of josephus.

3. What is a *Loose Sentence*? What authors may be called periodic? What is a *Balanced Sentence*? Mention some writer who is characterized by this style.

4. What is the difference between wit and humor? Name a witty writer; a humorous writer. What is a pun?

5. Define Poetry. Mention chief varieties of prose composition. Define Blank Verse—Stanza. Write a short composition on either of the following subjects: "Early Rising," "The Chinese," "Effects of Ridicule," "I told you so."

SPELLING.

Fifty credits. One hundred words, one half credit each.

FOR ALL GRADES.

Examiners will pronounce the words to the candidates.

repell'.	mu'silage.	cinsinnat'ti.	tiz'zik.
sale'able.	cris'talyze.	embar'rass.	legit'amate.
alledge'.	exib'it.	deference.	haw'ie.
missela'nious.	fase'cious.	difference.	fer'tillize.
ac'quiduct.	tir'rannize.	par'allellism.	dil'ligence.
seppera'tion.	shandaleer'.	tyr'annize.	os'silate.
skill'full.	outra'gious.	inic'quitos.	dipthe'ria.
seej.	ex'tasy.	recep'tical.	idiosin'cracy.
siv.	dem'magog.	sacrel'igious.	naw.
plen'tyous.	konnisur'.	rad'dish.	hik'up.
sinseer'.	anni'hillate.	va'rigate.	coales's'.
chill'blanc.	mannu'ver.	cu'llander.	corrob'orate.
flem.	pref'ferrable.	hol'libut.	cer'rate.
impune'.	cor'nace.	dia'fram.	simulta'nious.
sussep'table.	bwoy'ansy.	excheck'er.	cortej'.
appaul'.	metal'lick.	rec'compence.	hipoc'racy.
hand'fulls.	conscien'sious.	inve'gle.	superseed'.
seeze.	sin'icle.	par'adim.	exil'larate.
fullfill'.	scep'tick.	sas'iffrass.	sir'fit.
ga'j.	critisize.	ras'berry.	sir'-kit.
mat'ress.	innuen'do.	complai'sence.	occur'ance.
quar'eld.	superseed'.	convey'or.	twinj'ing.
charj'able.	interseed'.	lay'ity.	ben'efited.
judge'ment.	legit'amasy.	nitch.	roo'matism.
defer'ing.	partyzan.	syrrinj.	skur'rillous.

DEFINING.

Twenty-five credits. Twenty-five words, one credit each.

FOR FIRST AND SECOND GRADE CERTIFICATES.

- | | | |
|---------------|---------------|---------------|
| 1. Allopathy. | 4. Lapidary. | 7. Verbose. |
| 2. Virtually. | 5. Insidious. | 8. Extirpate. |
| 3. Cursory. | 6. Eschew. | 9. Invidious. |

10. Succinct.	16. Obloquy.	21. Asseverate.
11. Captious.	17. Choleric.	22. Specious.
12. Aspersio.	18. Sophistry.	23. Contumacy.
13. Philology.	19. Palladium.	24. Vicarious.
14. Topography.	20. Idyl.	25. Fallacious.
15. Virtuoso.		

THEORY AND PRACTICE OF TEACHING.

Fifty credits. Ten questions, five credits each.

FOR ALL GRADES.

1. To what extent should a teacher have a plan? For what should the plan?
2. In what direction should the memory be cultivated in children? What is the prevalent fault in its cultivation?
3. What opinion have you of the length of exercises for children? What effect has novelty?
4. What is the use of cabinets, maps, and other intellectual furniture of a school room?
5. What class of studies is best adapted to children?
6. How can the special senses be educated? Illustrate.
7. How is the analytic power of the mind developed? Of what use is it?
8. How would you develop the ideas of number and form, in a child?
9. What mental faculties lend their aid to the expressive power?
10. Which mental faculty is the basis of reflection? Why? What is the exact meaning of the word *Reason*? Apply the exact meaning to the mental act.

COMPOSITION.

Fifty credits. Five questions, five credits each.

FOR ALL GRADES.

One credit off for each misspelled word, and each omission or misplacement of a period or semicolon.

Examiners will pay special attention to style of sentences, spelling, use of capitals, and punctuation:

1. Paraphrase the first and second stanzas of the Parting of Marmion and Douglas—page 406, McGuffey's Sixth Reader. Point out the different subjects of discourse.
2. Write a letter to the Superintendent of Schools in *any* State, asking for information concerning school governments, salaries, or qualifications of teachers.
3. Write some anecdote, explain its application, and carefully observe the rules for punctuation.

4. Write a quotation from some American poet, giving the author's name.
 5. Write a short sketch of some hero or heroine from the works of any prominent novelist, as Dickens, Thackeray, etc. (Length from ten to twenty lines.)
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PENMANSHIP.

Twenty-five credits. Five questions, five credits each.

1. Make and name the elements and principles of which script letters are composed.
 2. Analyze, first, into its principles, second, into its elements:
a; w; g; W; T; O.
 3. Name the standard for measuring script letters.
 4. In writing words, to what three things must the pupil's attention be directed?
 5. How should the pen be held, according to Payson & Dutton's system of penmanship?
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CONSTITUTION AND GOVERNMENT.

Twenty-five credits. Five questions, five credits each.

1. Describe the workings of the writ of habeas corpus.
 2. What are the principal powers vested in Congress?
 3. How are Territories governed?
 4. How is the judicial power of the United States vested?
 5. Enumerate the principal subjects over which the United States District Court has jurisdiction.
-

SCHOOL LAW.

Twenty-five credits. Seven questions, three credits each.

1. What constitutes a legal certificate? How many grades of certificates?
2. What studies are required to be taught in public schools?
3. What regulations about sectarianism in schools?
4. What regulation about children under eight years of age?
5. What power have teachers over pupils on the way to or from school?
6. Name two powers of the State Board of Education.
7. How many Trustees does each County School District have?
8. (*Four credits.*) When does the school year begin and end?

[SEPTEMBER, 1872.]

ARITHMETIC.

FIRST AND SECOND GRADES.

Ten questions, ten credits each.

1. Perform an example in simple proportion, and explain why you make the statement you do. (No credits for example without explanation.)

2. Sold two lots at \$2,250 each; for one received $12\frac{1}{2}$ per cent more than cost, and for the other $12\frac{1}{2}$ per cent less than cost. Did I gain or lose, and how much?

3. What will I gain per cent by purchasing goods on 7 months credit, and selling them immediately for cash at cost, money being worth 10 per cent?

4. What is the greatest common divisor of 3013, 2231, 2047? Least common multiple of $\frac{7}{24}$, $\frac{35}{36}$, $\frac{49}{60}$?

5. What is the difference between $\frac{1}{4}$ of 4 A. 3 R., 12 P., 20 sq. yd. and 4 times 2 $0\frac{1}{2}$ A.?

6. What is the difference between the interest and the discount of \$545 50 due 8 months hence, at $1\frac{1}{4}$ per cent a month?

7. How much fencing will it require to inclose a square field of which the diagonal is 405 feet?

8. An annual pension of \$100 is in arrears 4 years. What is the amount now due, allowing 5 per cent compound interest?

9. What is the length of each side of a cubical cellar of which the contents are 1953.125 cubic feet?

10. Mention two advantages the Metric system of weights and measures has over that generally used in the United States. In $12\frac{1}{2}$ yards, how many meters?

ARITHMETIC.

THIRD GRADE.

One hundred credits. Ten questions, ten credits each.

1. Divide 2.88 by .004, and give reason for pointing off the quotient. (No credits unless the reason be given.)

2. What will it cost to carpet a room 20 feet long and 18 feet wide, with carpeting $\frac{3}{4}$ of a yard wide, at \$2 50 a yard?

3. What is the commercial discount on a bill of goods invoiced at \$2,450, sold on 10 months time, 3 per cent off for cash?

4. A house and lot cost \$2,800. The taxes are \$55 a year, and the rent is \$35 a month. What per cent does the property pay?

5. In what time will a note of \$375 amount to \$465 at 8 per cent a year?

6. If a town 5 miles square be divided equally into 112 farms, how much will each farm contain?

7. Find the greatest common divisor and least common multiple of 141, 799, 940.

8. A lot 100 feet square is covered by a deposit of sand $4\frac{1}{2}$ feet thick. What will it cost to remove the sand at 30 cents a cubic yard?

9. A merchant having failed, owes the following sums: to A., \$1,000; to B., \$1,500; to C., \$2,000; to D., \$2,500. He gives up his property, worth \$2,900, to his creditors; how much will this pay on the dollar? (By proportion.)

10. What is the distance between the opposite corners of a square field containing 100 A.?

MENTAL ARITHMETIC.

Twenty-five credits. Ten questions, two and one half credits each.

Analyze the following questions:

1. A and B have the same income; A saves $\frac{1}{5}$ of his, but B, by spending \$80 per annum more than A, at the end of eight years finds himself \$40 in debt. What is their annual income?

2. $\frac{3}{4}$ is what part of $10\frac{1}{2}$? Give close analysis.

3. What number is that to which if you add 3 times itself the sum will be $\frac{2}{3}$ of 48?

4. Anna and Ellen can perform a piece of work in three days; Ellen can perform it alone in 5 days; in how many days can Anna do the work?

5. 7 times a number is 15 more than 4 times the same number. Required the number.

6. What number is that which being divided by 7, and the quotient diminished by 10, three times the remainder shall equal 24?

7. Bought some maps for \$21 and sold the same for \$28. What per cent did I gain?

8. Sold some books for \$25 and thereby gained 25 per cent. Required the cost price.

9. What is the interest of \$600 for 5 months at $1\frac{1}{2}$ per cent per month?

10. A wall, which was to be built 32 feet high, was raised 8 feet by 6 men in 12 days. How many men must be employed to finish the wall in 6 days?

GRAMMAR.

FOR FIRST AND SECOND GRADE CERTIFICATES.

Ten questions, ten credits each.

1. Make a simple sentence, using the words, *John Hampden, patriot*. Make the same complex, by an added clause containing the word *taxation*.

2. Correct the following sentences, and give reasons:

"Nor eye, nor listening ear, an object find."

"James differs with John in height."

"The river and the brook, also, flow into the lake."

"Between you and I, I suppose each of you think it is your own nail."

3. Write two sentences, one containing a noun, the other an adjective, used as attributes of the subject.

4. What is conjugation? What is synopsis? Conjugate the verb lie (to recline), in the indicative mood, perfect tense.

5. "He returned a friend, who came a foe." Parse "*friend*," and "*foe*."

6. Construct sentences illustrating the adjective and participial use of the word "*rising*."

7. Define redundant verbs. Give an example.

"He sinks into thy depths with bubbling groan,
—Unknell'd, uncoffin'd, and unknown."

Parse the three words in the last line.

8. "Jeffreys, the then Judge, was cruel." Parse "*then*."

"It is an honor to be the champion of such a cause." Parse "*to be*," "*champion*," and "*honor*."

9. What is an idiom? Give an example. What is the difference between *syntax* and *etymology*?

Give three rules of orthography, and illustrate.

10.

"Hail, holy Light! Offspring of Heaven first born,
Or of the Eternal co-eternal beam
May I express thee unblamed? Since God is light,
And never but in unapproached light
Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate.
Or hearest thou rather pure ethereal stream,
Whose fountain who shall tell."

a. Parse "*offspring*," and "*first born*."

b. Parse "*beam*."

c. Parse "*unblamed*."

d. Explain the line, "May I express thee unblamed?"

e. Parse "*since*."

f. What is the subject of the sentence, "Since God — increate?"

g. Parse "*effluence*."

h. Parse "*increate*."

i. Explain the last two lines.

j. Parse "*stream*" and "*fountain*."

GRAMMAR.

THIRD GRADE.

One hundred credits. Eight questions, ten credits each.

1. Form sentences using *that* in its various functions.

2. Explain the use of the past, perfect, and pluperfect tenses.

3. Explain what you understand by a compound and complex sentence; what by a clause and a phrase. Define each and give examples.

4. Write the possessive case, singular and plural, of deer, goose, it, lady, man.

5. State the mood, tense, and voice of the verbs in the following sentences: I am struck; he is reading; dost thou sleep? he will have been thinking; do not run.

6. Form the plural of the following words, and state the rule: brook house; church, kiss, box, wish; money, chimney, day; duty, fly, melody; sheaf, leaf, thief; grief, gulf, chief; handful, man-servant; axis, basis, phenomenon.

7. Correct the following sentences: (No credits unless the *reason* for correcting are given.) "He is the tallest of the two." "Who do you want?" "I had no doubt of it being him?" "Everybody should mind their own business."

8. Which of the auxiliaries denote emphasis? Possibility? Power? Necessity? Futurity?

Ten Credits.

9. Copy, correct, and punctuate the following, placing capital letters where they ought to be:

"truth crushed to earth shall rise Again
The eternal years of god are her's
but error wounded Writhes with pain
and Dies Among her worshippers."

One credit off for each error uncorrected.

Ten Credits.

10.

"Beneath those rugged elms, that yew tree's shade,
Where heaves the turf in many a mouldering heap,
Each in his narrow cell forever laid,
The rude forefathers of the hamlet sleep."

Five questions, two credits each.

- (a) What kind of a sentence is the preceding stanza, and why?
- (b) What is the subject and predicate of the above sentence?
- (c) In what case is *each*, and why?
- (d) Parse *beneath*.
- (e) In what mood is *heaves*, and what is its subject?

GEOGRAPHY.

FOR FIRST AND SECOND GRADE CERTIFICATES.

One hundred credits. Twenty questions, five credits each.

1. What is the government of the Sandwich Islands?
2. What *new* discovery has been made in regard to the Nile River?
By whom?
3. Which is now considered the greatest commercial city of Asia?
4. Locate Skager Rack, Ceylon, Faroe Islands, Manila, the Crimea.
5. What are the termini of the Central and Union Pacific Railroads?
6. What new diamond fields have been discovered?
7. Where is there to be found an independent government of black people?

8. Where are the following articles most extensively manufactured: costly laces? silk velvet? fine cutlery? shawls? crape?

9. Which is farther south, Edinburgh or Sitka? Which is farther north, Cape Town or Valparaiso?

10. In what islands is tin found? What grain will grow in Iceland? Why?

11. Describe the shortest water trip from London to Canton.

12. Why does California have no rain in Summer?

13. What causes led man from a state of barbarism to that of civilization?

14. What advantage to Great Britain is her insular character?

15. Give three examples of climate modified by the direction of neighboring mountain chains.

16. Mention the peculiarity of each of the following localities: Lake Tchad, Lake Titicaca, Caspian Sea, Dead Sea, and Egypt.

17. Mention islands that are probably detached portions of the main land.

18. Name the localities from which are obtained nutmegs, coffee, maple sugar, dates, gutta percha.

19. Mention localities noted for their fogs, and explain the causes.

20. In what direction are the Niagara Falls wearing away the land? What proof of this have we?

GEOGRAPHY.

THIRD GRADE.

One hundred credits. Ten questions, ten credits each.

1. Locate Roumania, Mt. Etna, Auckland, Swansea, Callao.

2. In what zone is Iceland? Sandwich Islands? Egypt? What is the most southerly point of land that you can mention? The most northerly?

3. How far are the Polar Circles from the Poles? Why?

4. Name three large cities in about the same latitude as San Francisco.

5. What is the principal city of Oregon? Arizona? Washington Territory? Wyoming? Nebraska?

6. Name the principal localities from which we obtain coal, quick-silver, coffee, sugar, cotton.

7. What are the most important five products of California?

8. On what does the climate of a place depend? Name two places in the same latitude that have not the same climate.

9. What is the largest city in Europe? Australia? Africa? Through what countries does the Danube flow?

10. Why are the days short in Winter and long in Summer?

HISTORY OF THE UNITED STATES.

FIRST AND SECOND GRADE QUESTIONS.

Ten questions, five credits each.

1. What nations discovered or explored California, Florida, interior of Mexico, Gulf of St. Lawrence?
2. What was a *proprietary* government? Example. What was the Navigation Act?
3. What social, moral, and religious differences existed between the settlers of New England and the Virginia colony?
4. Give an account of Roger Williams. Give an account of Wm. Penn.
5. What was done for education by the colonists?
6. Name the wars that had their origin in Europe and extended to the colonies, and those that originated among the colonists themselves.
7. What was done by the first Continental Congress? What was the character of the King who ruled the Colonies?
8. What was the situation of affairs at the close of 1779?
9. Which Presidents served two terms? Which Presidents died in office? What Vice Presidents became Presidents? What Presidents were military heroes?
10. Name five military commanders of distinction, who served in the war of secession, and relate some exploit of each.

ALGEBRA.

Fifty credits. Ten questions, five credits each.

1. Explain the rule for the subtraction of algebraic quantities. From $8a^2c - 14aby + 7a^2b^2$ take $9a^2c - 14aby + 15a^2b^2$.

2. $\frac{3c^2(1-x)^{-2}(x-y)}{4m(x-y)^2(1-x)}$, transfer the factors containing unknown quantities to the numerator.

3. Add $\frac{a+b}{(b-c)(c-a)}$, $\frac{b+c}{(c-a)(a-b)}$, and $\frac{c+a}{(a-b)(b-c)}$

Give the work in full.

4. From $\frac{x^2+x-5}{2x^2-11x+12}$ take $\frac{x^2+x-1}{2x^2+5x-12}$.

No credits unless the full operation is given.

5. Find the factors of $a^3 - ab^2 + 2abc - ac^2$.

6. Substitute $s+r$ for x , in $x^2 + ax + b$, and arrange the result according to the descending power of r .

7. Simplify
$$\frac{\frac{a+1}{a} + \frac{b+1}{b} - \frac{c+1}{c} - \frac{d+1}{d}}{\frac{cd}{c+d} - \frac{ab}{a+b}}$$

8. What fraction is that, to the numerator of which, if 2 be added, the fraction will be $\frac{1}{2}$, but if to the denominator 2 be added, the fraction will be $\frac{1}{3}$?

9. Find four numbers, such that if 3 times the first be added to the second, 4 times the second be added to the third, 5 times the third be added to the fourth, and 6 times the fourth be added to the first, each sum shall be 359.

10. Add $\sqrt[3]{\frac{2}{3}}$ and $\sqrt[3]{\frac{27}{8}}$.

PHYSIOLOGY.

Fifty credits. Ten questions, five credits each.

1. Of how many bones does the entire skeleton in the adult consist? Enumerate them according to their respective classes or divisions.

2. Describe and give the use of the following bones: Patella, Clavical, Scapula, and Os Calcis.

3. What is the difference between Serous, Synovial, and Mucous membranes?

4. Describe the structure of arteries and name some of the most important ones.

5. What are veins? State the difference between Pulmonary and Systemic veins.

6. What are Lymphatics? Name some of the most important ones and state where situated.

7. Name the membranes of the brain. Describe each.

8. Describe the tongue, its surroundings and attachments.

9. Describe the liver. Gall. Bladder.

10. Describe the structure of the heart and its position in the pericardium.

NATURAL PHILOSOPHY.

Fifty credits. Ten questions, five credits each.

1. How many kinds of levers? What law governs each?

2. What do you understand by Expansion, Liquefaction, and Vaporization?

3. Where is the absolute humidity of the atmosphere the greatest?

4. What do you understand by absolute and specific weight?

5. What is electro-magnetism, and how produced?

6. Of what is atmospheric air composed? What is the weight of air compared with that of water?

7. What are the modes of investigation and the modes of reasoning in physics?

8. Define Natural Philosophy and state its relations to Chemistry.

9. Why will a small needle carefully laid upon the surface of water float?

10. Describe the construction of a thermometer. Explain why alcohol is preferred to mercury in very high latitudes.

READING AND RHETORIC.

Twenty-five credits. Ten questions, two and one half credits each.

1. Mention the faults of articulation. Illustrate.
2. Define *inflection* and give the "marks" used in indicating it.
3. What is the use of *emphasis*? How is it accomplished?
4. What is meant by *rotundity* of voice? How produced? Adapted to what style of composition?
5. What do you mean by the term "natural reading?" How would you teach the art of reading? Would you or would you not *drill* a pupil on certain selections?
6. Define the characters used in punctuation.
7. What languages have contributed most largely to the formation of the English language?
8. What is ambiguity of a sentence? How produced and how to be remedied?
9. What is a *diæresis* and how indicated? Give example.
10. What is meant by a "folio volume?" A "quarto volume?" An "octavo volume?" What abbreviated form of expression is used to indicate each respectively?

Oral reading, not to exceed twenty-five credits.

 SPELLING FOR ALL GRADES.

One hundred words—half credit each—to be dictated by the Examiner.

traceable.	civilization.	vegetable.	gopher.
criticise.	aqueduct.	Cairo.	coyote.
rivaled.	technical.	radish.	mignonette.
characterize.	embarrass.	raspberries.	connoisseur.
sumptuary.	proselyte.	axe.	fulfill.
ecstasy.	chicanery.	llanos.	bananas.
advantageous.	reveille.	seizing.	twinging.
advertise.	spontaneous.	revise.	catarrh.
benefited.	Pharaoh.	niece.	Confucius.
malleability.	panegyric.	shepherd.	parsley.
impugn.	buoyant.	righteous.	skein.
metallurgy.	marvelous.	guinea.	drought.
spherical.	crypsipelas.	lachrymose.	lasso.
changeable.	equitable.	anonymous.	surcingle.
judgment.	mucilage.	nausea.	soubriquet.
gauge.	aquafortis.	conchology.	sassafras.
annihilate.	collieries.	parterre.	precincts.
detach.	developed.	sacrilege.	tranquillity.
supervise.	handicraft.	dissension.	philologist.
parallelism.	miscellaneous.	clapboards.	rarefy.
Mediterranean.	woolen.	scalawag.	ku-klux.
unique.	coeval.	sergeant.	pageant.
drought.	spontaneously.	referee.	ostensible.
adzes.	llama.	façade.	contiguity.
chisels.	glaciers.	cocoa.	chalybeate.

WORD ANALYSIS.

Twenty-five credits. Five questions, one credit each.

1. What is a derivative word and how is it formed? Give an example.
2. What is meant by the analysis of a word? Analyze and define *unhappiness*.
3. What does the prefix *in* or *im* mean? Analyze and define *invisible*, *impolite*.
4. What is the root of a word? Give the root and derivation of *contemporary*, *embody*.
5. What are synonyms? Give two examples.

Twenty words, one credit each.

Define and separate the following words into their roots, prefixes, and suffixes:

- | | | |
|-------------------|------------------|-------------------|
| 1. Reanimate. | 8. Dilapidated. | 15. Eruptive. |
| 2. Pantheism. | 9. Confluence. | 16. Quadruped. |
| 3. Incorporate. | 10. Homogeneous. | 17. Satisfaction. |
| 4. Recrimination. | 11. immortalize. | 18. Interlude. |
| 5. Indignity. | 12. Inoculate. | 19. Suspend. |
| 6. Transitory. | 13. Sympathy. | 20. Thermometer. |
| 7. Egregious. | 14. Expedite. | |

THEORY AND PRACTICE OF TEACHING.

Fifty credits. Ten questions, five credits each.

1. Define Memory and Attention.
2. What means should be employed to secure the *attention* of small children? What is the necessity of its cultivation?
3. How would you secure a habit of thought in a class?
4. What use should be made of *object teaching*?
5. How would you deal with a pupil who deliberately made false statements?
6. Give your methods of teaching spelling.
7. What is your opinion of the Monitorial System?
8. To what degree do you think familiarity should exist between teacher and pupil?
9. How would you teach *division of fractions*? Illustrate.
10. What general care should a teacher exercise over the pupils, and over the school-room?

COMPOSITION.

Twenty-five credits. Five questions, five credits each, for all grades.

One credit off for each misspelled word, and each omission or misplacement of a period, semicolon, or capital.

1. Explain your method of teaching young children to write compositions.

2. Write a short note to a friend, giving some information about the Common School System of Germany.
3. Write a brief outline of the life of some distinguished American.
4. Expand the thoughts contained in the following selection:

"The year
Has gone, and with it many a glorious throng
Of happy dreams. Its mark is on each brow,
Its shadow in each heart.

5. Express, in plain prose, the ideas contained in the following stanza:

"He who ascends to mountain tops shall find
The loftiest peaks most wrapt in clouds and snow.
He who surpasses or subdues mankind,
Must look down on the hate of those below.
Though high *above* the sun of glory glow,
And far *beneath* the earth and ocean spread,
Round him are icy rocks, and loudly blow
Contending tempests on his naked head,
And thus reward the toils which to those summits led."

—BYRON.

PENMANSHIP.

Five questions, five credits each.

1. Give three rules for height, slope, distance, of letters.
2. Make the elements and principles used in forming the small letters.
3. Make sets of capital and small letters.
4. How would you teach writing in an ungraded school?
5. Copy the following stanza:

"We count the broken lyres that rest
Where the sweet wailing singers slumber.
But o'er their silent sister's breast
The wild flowers who will stoop to number?
A few can touch the magic string,
And noisy Fame is proud to win them;—
Alas for those that never sing,
But die with all their music in them."

CONSTITUTION AND GOVERNMENT OF THE UNITED STATES.

Twenty-five credits. Five questions, five credits each.

1. What is a Preamble? Repeat that prefixed to the Constitution of the United States.
2. Is the United States a Consolidated or a Confederate Government? Why?
3. What qualifications are necessary for the President of the United States?

4. Mention the Executive Departments. How are they appointed?
5. Can an Act of Congress be illegal? When and how determined?

SCHOOL LAW.

Twenty-five credits. Five questions, five credits each.

1. What constitutes a valid certificate? Can State certificates be renewed?
2. By whom and in what manner are State and County Funds apportioned?
3. What reports are teachers required to make to the County Superintendent?
4. How are seats apportioned in the State Normal School?
5. What is the duty of the State Controller in regard to the School Funds? The duty of the State Treasurer?

LIST OF HOLDERS OF STATE CERTIFICATES AND DIPLOMAS, IN FULL FORCE AND EFFECT, JUNE 30TH, 1873.

Life Diplomas.

Name.	When issued.
Abbot, Warren.....	November 11, 1871.
Allen, L. D.....	November 11, 1871.
Allsopp, J. P. C.....	November 25, 1869.
Ames, Chas. G.....	November 25, 1869.
Anderson, J. W.....	December 15, 1868.
Atwood, Mrs. C. L.....	November 29, 1867.
Austin, Miss Minnie F.....	December 27, 1866.
Bagnall, John.....	November 29, 1867.
Bailey, C. P.....	December 15, 1868.
Baker, Geo. F.....	June 21st, 1873.
Beals, Mrs. C. R.....	June 3, 1872.
Benjamin, C. V.....	June 3, 1872.
Black, Samuel T.....	December 13, 1872.
Bodwell, Miss Mary L.....	December 27, 1866.
Bolander, H. N.....	December 15, 1868.
Bradley, Theodore.....	December 27, 1866.
Braly, John H.....	November 25, 1869.
Brodts, A. W.....	March 14, 1871.
Brown, George.....	December 27, 1866.
Brown, F. R.....	July 5, 1867.
Bunnell, Geo. W.....	December 27, 1866.

Life Diplomas—Continued.

Name.	When issued.
Campbell, Miss C. E.....	December 13, 1872.
Carlton, H. P.....	June 8, 1866.
Casebolt, Miss M. A.....	June 3, 1872.
Chapman, M. V.....	June 3, 1872.
Chestnutwood, Jno. A.....	February 17, 1873.
Childs, C. W.....	May 27, 1868.
Clapp, Mrs. L. K.....	December 15, 1868.
Clark, Dorcas.....	November 29, 1867.
Clark, Mary E.....	November 29, 1867.
Clark, Miss H. M.....	December 27, 1866.
Clark, L. R.....	July 12, 1870.
Cleveland, Miss E. A.....	June 3, 1872.
Coe, Eli G.....	March 14, 1871.
Conklin, E. B.....	March 14, 1871.
Cook, Mrs. P.....	March 9, 1870.
Cottle, Melville.....	May 21, 1869.
Crowell, C. H.....	February 17, 1873.
Cummings, C. C.....	December 27, 1866.
D'Arcy, Miss M. E.....	December 13, 1872.
Deane, Mrs. M.....	June 13, 1871.
Denman, James.....	December 27, 1866.
Drake, A. J.....	March 14, 1871.
Duane, Mrs. A. S.....	June 3, 1872.
DuBois, Mrs. A. E.....	December 15, 1868.
Farley, A. J.....	December 13, 1872.
Fineh, J. B.....	November 11, 1871.
Fitzgerald, A. L.....	November 11, 1871.
Fowler, Miss Laura T.....	December 15, 1868.
Fry, W. H.....	December 13, 1872.
Fuller, A. L.....	November 25, 1869.
Furlong, N. (revoked 1873).....	June 13, 1871.
Gates, Freeman.....	December 13, 1872.
Gorman, W. J.....	February 17, 1873.
Goodrich, A. H.....	June 20, 1868.
Graf, Miss Minnie.....	December 13, 1872.
Granger, W. N.....	May 2, 1868.
Gray, Jno. C.....	May 21, 1869.
Griffith, Mrs. Aurelia.....	March 14, 1871.
Gwinn, James M.	November 11, 1871.
Harlon, James.....	September 24, 1867.
Hart, W. C.....	February 17, 1873.
Herbst, A.....	February 17, 1873.
Hill, Miss A. H.....	February 17, 1873.

Life Diplomas—Continued.

Name.	When issued.
Hill, Whitman H.....	March 14, 1871.
Hodgdon, Miss S. J.....	December 13, 1872.
Hoitt, Ira G.....	December 27, 1866.
Holbrook, T. W. J.....	December 27, 1866.
Holder, W. W.....	November 11, 1871.
Holmes, Ahira.....	December 27, 1866.
Holmes, Ellis H.....	December 27, 1866.
Howe, H. H.....	May 27, 1868.
Howe, J. M.....	September 24, 1867.
Houghton, Miss E. W.....	December 27, 1866.
Hudson, J. A.....	February 17, 1873.
Humphrey, E. D.....	May 27, 1868.
Hunt, Miss Carrie L.....	March 9, 1870.
Jackman, Samuel H.....	May 9, 1870.
Jessup, Miss S. A.....	December 13, 1872.
Jewett, Miss Susan N.....	June 3, 1872.
Johns, Charles T.....	November 11, 1871.
Johnson, J. G.....	March 9, 1870.
Jones, George W.....	November 11, 1871.
Kennedy, Kate.....	November 29, 1867.
Kennedy, J. G.....	November 11, 1871.
Kennedy, W. W.....	November 11, 1871.
Kercheval, Miss Jennie G.....	November 25, 1869.
Kinne, H. C.....	June 3, 1872.
Kirkpatrick, J. M.....	November 25, 1869.
Knowlton, Ebenezer.....	December 27, 1866.
Leadbetter, W. R.....	July 12, 1870.
Leggett, Joseph.....	June 3, 1872.
Leonard, T. C.....	December 27, 1866.
Levinson, Miss Rosa.....	June 3, 1872.
Lighthall, G. E.....	March 14, 1871.
Littlefield, J. D.....	December 27, 1866.
Loomis, Miss Amanda.....	December 15, 1868.
Lucky, W. T.....	November 29, 1867.
Lynch, Miss Frances.....	December 27, 1866.
Mack, George C.....	December 27, 1866.
Mackall, J. N.....	December 13, 1872.
Makinney, H. E.....	December 15, 1868.
Mann, Azro L.....	November 29, 1867.
Marks, Bernhard.....	June 8, 1866.
Marriner, R. K.....	December 27, 1866.
Marsh, Mrs. S. W.....	June 13, 1871.
McChesney, J. B.....	July 5, 1867.
McDonald, A. H.....	December 15, 1868.

Life Diplomas—Continued.

Name.	When issued.
McFadden, W. M.....	March 14, 1871.
Menefee, C. A.....	November 11, 1871.
Millette, Percival C.....	March 14, 1871.
Minns, George W.....	June 8, 1866.
Moore, John A.....	March 14, 1871.
Morgan, Mrs. L. A.....	December 13, 1872.
Morrill, Jos. C.....	September 24, 1867.
Morris, Geo. F.....	September 24, 1867.
Morse, Augustus, Jr.....	November 29, 1867.
Myrick, Thos. S.....	December 27, 1866.
Nelson, Henry A.....	March 14, 1871.
Nutting, H. N.....	December 27, 1866.
O'Connor, Joseph.....	March 14, 1871.
Olinger, A. F.....	December 13, 1872.
Parker, Miss Jean.....	March 14, 1871.
Pascoe, Miss Mary I.....	June 3, 1872.
Pelton, John C.....	December 27, 1866.
Penwell, S. A.....	June 20, 1868.
Potter, M. B.....	March 14, 1871.
Power, Frank.....	November 11, 1871.
Prescott, Miss D. S.....	March 14, 1871.
Preston, E. M.....	May 21, 1869.
Price, Caroline.....	November 29, 1867.
Prior, Philip.....	March 14, 1871.
Randall, A. H.....	June 19, 1868.
Reed, L. W.....	July 12, 1870.
Reynolds, Mrs. F. E.....	December 13, 1872.
Rose, T. H.....	June 20, 1868.
Rousseau, E.....	May 21, 1869.
Rowe, Miss A. A.....	February 17, 1873.
Rowell, W. K.....	December 27, 1866.
Sanders, W. A.....	May 21, 1869.
Schellhous, E. J.....	May 21, 1869.
Shaw, Miss E. A.....	June 3, 1872.
Shearer, S. M.....	December 13, 1872.
Sibley, J. M.....	December 27, 1866.
Simon, Miss Francis.....	December 13, 1872.
Simonton, Geo. W.....	December 27, 1866.
Slavan, Miss A. E.....	June 3, 1872.
Smith, Miss Annie.....	May 27, 1868.
Smith, Miss Carrie L.....	December 13, 1872.
Smith, Miss Jennie.....	June 3, 1872.
Smith, W. A. C.....	June 19, 1868.

Life Diplomas—Continued.

Name.	When issued.
Southworth, Mrs. E. A.....	December 15, 1868.
Stevens, Stephen C. (revoked 1873).....	March 14, 1871.
Stone, H. P.....	March 14, 1871.
Stone, D. C.....	December 27, 1866.
Stowell, Miss M. E.....	June 3, 1872.
Stowell, Miss P. M.....	June 3, 1872.
Stratton, James.....	December 27, 1866.
Sullivan, Miss Kate.....	June 3, 1872.
Swett, John.....	September 24, 1867.
Swett, Mrs. Mary L.....	December 27, 1866.
Swezey, S. I. C.....	November 29, 1867.
Tait, George.....	December 27, 1866.
Taylor, Robert.....	December 27, 1866.
Templeton, Miss L. S.....	December 13, 1872.
Templeton, M. L.....	November 29, 1867.
Thompson, Miss Helen.....	June 3, 1872.
Thurber, A.....	November 11, 1871.
Thurston, E. T.....	May 21, 1869.
Trafton, Dr. A.....	November 11, 1871.
Upham, Isaac.....	May 21, 1869.
Warren, C. G.....	November 25, 1869.
Warren, R. B.....	July 12, 1870.
Waterman, S. D.....	November 11, 1871.
Watson, Mrs. C. R.....	December 13, 1872.
Watson, Miss Mary J.....	June 3, 1872.
Weir, Miss Sarah J.....	December 15, 1868.
Wells, Mrs. Laura H.....	March 14, 1871.
Wermuth, Hamilton.....	March 14, 1871.
White, Silas A.....	November 11, 1871.
White, T. B.....	December 13, 1872.
White, William.....	June 20, 1868.
Williams, W. J. G.....	November 25, 1869.
Wilson, H. R.....	March 14, 1871.
Wood, Mrs. E. A.....	June 3, 1872.
Woodruff, Miss Frances A.....	July 12, 1870.

Educational Diplomas.

Name.	Expires.
Abbott, J. P	November 29, 1873.
Adams, Oliver M.....	January 2, 1874.
Adams, W. J.....	January 20, 1879.
Aldrich, Abbie F.....	April 6, 1878.
Allen, R. H.....	May 13, 1873.
Ames, Martha.....	May 13, 1879.
Anderson, C. A.....	July 9, 1876.
Ashbrook, M. V	July 16, 1876.
Ashbrook, T. P.....	June 13, 1877.
Ashley, Miss Julia V.....	February 11, 1879.
Baldwin, Miss Nellie S.....	October 2, 1875.
Banks, Jerome.....	July 10, 1878.
Barnard, Miss Abbie S.....	February 3, 1878.
Barr, Miss Sarah A.....	October 2, 1875.
Barthelow, Mrs. A. W.....	April 15, 1877.
Batchelder, H. T.....	October 8, 1873.
Bennett, Miss Fannie E.....	May 2, 1874.
Bennett, Miss Mary H.....	January 20, 1879.
Biggs, Thomas.....	July 18, 1874.
Boardman, C. F.....	November 13, 1875.
Bolton, Miss H.....	October 4, 1877.
Bragg, Miss Mary J.....	April 4, 1874.
Brier, K. W.....	September 30, 1877.
Brierly, John R.....	July 5, 1873.
Brigham, Miss Fannie E.....	July 10, 1878.
Brigham, Miss Julia P.....	October 22, 1876.
Brophy, M.....	June 16, 1877.
Brown, A. G.....	August 27, 1876.
Brown, Miss J. B.....	March 22, 1879.
Brown, Sarah E.....	April 8, 1877.
Bryant, Miss Annie.....	March 22, 1879.
Buckman, F. S. S.....	April 6, 1878.
Bunnell, Mrs. Alice.....	April 6, 1878.
Burke, Lizzie.....	November 27, 1878.
Burt, Mrs. E. C.....	May 13, 1873.
Campbell, F. N.....	January 28, 1873.
Carey, Miss Susie D.....	April 18, 1874.
Carr, Ezra.....	September 16, 1876.
Carr, M. D.....	July 3, 1874.
Castelhun, Miss Mary A.....	October 8, 1876.
Chalmers, Miss Agnes.....	May 15, 1875.
Chalmers, Miss Annie B.....	May 27, 1877.
Chase, Miss Carrie M.....	November 25, 1877.
Clark, M. C.....	March 5, 1876.
Clark, W. J.....	July 10, 1878.
Clarke, Charles Russell.....	August 30, 1873.

Educational Diplomas—Continued.

Name.	Expires.
Clay, William T	January 13, 1877.
Collins, Miss Kate.....	March 14, 1874.
Connolly, J. J.....	June 16, 1877.
Cooke, Miss Hannah.....	May 27, 1877.
Coulter, Leonard.....	October 15, 1876.
Craven, Andrew F.....	July 10, 1878.
Crawford, T. O.....	July 9, 1877.
Crocker, Miss L. H.....	July 10, 1878.
Crossette, F. M.....	August 27, 1873.
Crowhurst, William.....	November 19, 1876.
Culbertson, Mary K.....	February 3, 1878.
Daniels, Mrs. S. B.....	October 5, 1878.
Davis, Mrs. Imogene.....	May 13, 1879.
Davis, J. T.....	June 13, 1877.
Davis, Miss Sadie.....	January 21, 1877.
Deetken, Mrs. Lizzie G.....	May 15, 1875.
Dodge, William C.....	July 5, 1873.
Dolliver, Miss Clara G.....	October 28, 1877.
Dooner, John.....	January 13, 1877.
Doud, Miss Nettie.....	July 10, 1875.
Dozier, A. W.....	October 5, 1878.
Dozier, Melville.....	April 20, 1878.
Dunbar, S. G. S.....	October 4, 1877.
Dyer, James O.....	November 11, 1877.
Eaton, Emily T.....	February 2, 1873.
Eickhoff, J. Henry.....	August 27, 1876.
Estabrook, Miss Mary A. H.....	July 24, 1875.
Evans, Miss Ellen A.....	December 20, 1875.
Evans, Miss Ellen G.....	February 5, 1876.
Fairechild, Miss Hattie M.....	February 25, 1877.
Fallon, Joseph K.....	June 19, 1877.
Fenton, H. W.....	September 16, 1877.
Field, Miss Carrie P.....	June 12, 1875.
Fink, Miss A. P.....	January 27, 1877.
Fisk, Juliet A.....	March 22, 1879.
Flood, Mrs. Frank.....	September 17, 1873.
Folger, Miss H. C.....	November 27, 1878.
Fonda, Chas. E.....	July 9, 1877.
Foster, Mrs. E.....	February 11, 1877.
Foster, Mrs. Julia.....	May 26, 1876.
Fox, John.....	July 29, 1877.
Fox, Miss Sarah E.....	May 15, 1875.
Frissell, Miss Sarah E.....	April 6, 1878.
Furlong, George.....	November 11, 1877.

Educational Diplomas—Continued.

Name.	Expires.
Garbrick, N. B.....	June 9, 1874.
Geis, S. W.....	July 10, 1878.
Germain, Miss Clara.....	May 13, 1879.
Gillespie, E. J.....	July 3, 1874.
Goepp, G.....	January 3, 1879.
Godfrey, G. K.....	November 19, 1876.
Gordon, Wellington.....	November 13, 1875.
Gould, Miss M. J.....	January 27, 1877.
Granger, F. C.....	September 16, 1877.
Grant, Miss Ellen G.....	January 8, 1876.
Grear, Miss Jane E.....	February 11, 1877.
Gunn, Miss E. L.....	May 13, 1877.
Gunn, Sarah W.....	April 16, 1876.
Guthrie, N. L.....	May 7, 1876.
Hall, Miss Annie J.....	February 19, 1876.
Ham, Chas. H.....	April 20, 1878.
Hamilton, Miss Addie.....	October 29, 1876.
Hammond, Josiah S.....	May 28, 1874.
Harkness, Miss Margaret.....	December 3, 1876.
Harmon, Silas S.....	February 13, 1875.
Harris, Mary R.....	July 5, 1873.
Hayes, John.....	July 9, 1877.
Henning, Irving P.....	February 19, 1876.
Hewitt, Roscoe.....	October 5, 1878.
Higby, H. C.....	January 3, 1879.
Hoffman, Mrs. Mary L.....	July 22, 1877.
Howard, Emma.....	July 10, 1878.
Howe, Converse.....	March 5, 1876.
Howe, E. P.....	January 20, 1879.
Howell, S. S.....	July 10, 1878.
Hucks, Miss Annie E.....	October 2, 1875.
Hubbell, S. C.....	January 16, 1878.
Humphreys, Miss L. A.....	November 27, 1878.
Humphreys, Miss M. A.....	November 27, 1878.
Hunt, B. E.....	September 26, 1874.
Huntley, O. H.....	October 8, 1873.
Hurley, Miss J. M.....	July 16, 1876.
Hutton, Chas. E.....	October 15, 1876.
Itsell, A. J.....	December 19, 1876.
Jacks, Miss Fannie.....	March 22, 1879.
Janes, Miss Emma.....	December 31, 1875.
Jewett, Miss Annie S.....	July 9, 1877.
Jewett, Miss Fidelia.....	May 27, 1877.
Jones, Addison.....	September 16, 1877.
Jones, J. T.....	March 11, 1877.

Educational Diplomas—Continued.

Name.	Expires.
Jordon, John F.....	November 18, 1877.
Joy, Miss Mary E.....	March 21, 1874.
Kellogg, Martin.....	May 6, 1873.
Kellogg, M. D.....	October 22, 1876.
Kerr, Theodore T.....	October 22, 1876.
Kincaid, Mrs. Mary W.....	September 10, 1876.
King, Chas. E.....	March 22, 1879.
King, R. M.....	May 13, 1877.
Kirkland, Thomas.....	September 17, 1873.
Kottinger, H. M.....	February 10, 1878.
La Grange, O. H.....	July 5, 1873.
Lamb, Miss Irene.....	April 20, 1878.
Lannon, James W.....	July 7, 1874.
Laurie, Miss B. M.....	January 20, 1879.
Levy, Daniel.....	July 10, 1878.
Libby, Mrs. Jos. S.....	July 23, 1876.
Lillie, Miss Sarah P.....	September 16, 1877.
Loag, Emily T.....	April 2, 1876.
London, J.....	November 27, 1878.
Loutlit, J. A.....	November 29, 1873.
Lovett, Chas. E.....	July 10, 1878.
Lubeck, Miss Julia M.....	April 24, 1875.
Lyser, Albert.....	February 8, 1874.
Magoon, Wm. H.....	March 22, 1879.
Manning, Miss Agnes M.....	April 29, 1877.
Martin, A.....	February 25, 1877.
McArthur, Miss Annie.....	September 16, 1877.
McCarty, A. P.....	October 9, 1873.
McCarty, Thos.....	July 9, 1877.
McColgan, Kate F.....	October 5, 1878.
McCormack, Harriet T.....	August 20, 1876.
McDonald, Mrs. N. R.....	December 20, 1875.
McGlashen, C. F.....	July 10, 1878.
McManus, A. C.....	July 16, 1876.
McPhee, Miss V. J.....	March 22, 1879.
McReynolds, Joe.....	November 18, 1877.
Mea, John F.....	June 7, 1876.
Megerle, Louis J.....	April 2, 1875.
Merrill, Miss Mary E.....	November 29, 1873.
Metzger, C. L.....	September 16, 1877.
Middleton, A. W.....	October 4, 1877.
Middleton, Mrs. Eliza F.....	October 4, 1877.
Miller, John.....	April 8, 1877.
Miller, Lafayette.....	April 8, 1877.
Miller, Miss N. J.....	November 25, 1877.

Educational Diplomas—Continued.

Name.	Expires.
Milliken, Mrs. E. A.....	July 22, 1877.
Mitchell, Miss Fannie.....	October 22, 1876.
Mondram, F. V. C.....	July 9, 1877.
Moore, Mrs. B. F.....	July 10, 1878.
Morgan, Miss Mary J.....	February 6, 1875.
Morris, Henry Z.....	November 11, 1877.
Murphy, Miss Mary.....	February 25, 1877.
O'Connor, Miss Maria.....	March 8, 1879.
Otis, C. W.....	April 28, 1876.
Overend, Miss E.....	February 11, 1877.
Owens, Miss Nellie M.....	June 13, 1877.
Page, Miss Lizzie.....	November 18, 1877.
Pearson, D. C.....	November 29, 1873.
Pearson, Sarah R.....	November 29, 1873.
Peck, A. W.....	July 10, 1875.
Penwell, Mrs. L. M.....	November 18, 1877.
Phelps, Joshua.....	February 1, 1874.
Phelps, Mrs. M. W.....	May 15, 1875.
Powell, David.....	August 5, 1876.
Powell, Miss Elizabeth.....	July 10, 1878.
Prag, Mrs. Mary.....	October 5, 1878.
Putman, J. E.....	July 10, 1878.
Ray, J. H.....	March 5, 1876.
Rattan, Volney.....	November 5, 1873.
Renfro, Lewis C.....	October 24, 1874.
Rice, L.....	July 9, 1877.
Ritchie, Miss Mary J.....	July 3, 1874.
Robertson, William A.....	January 8, 1876.
Rogers, Arthur.....	April 8, 1877.
Rogers, James.....	April 6, 1878.
Roper, J. W.....	July 29, 1877.
Royal, J. P.....	March 13, 1875.
Scott, M. M.....	January 25, 1874.
Sears, Miss Marion.....	February 25, 1877.
Seawell, J. H.....	January 20, 1879.
Shearer, Mrs. C. C.....	January 13, 1877.
Shelley, Troy.....	May 28, 1874.
Sherman, E. B.....	July 9, 1877.
Short, Miss Julia B.....	May 27, 1877.
Sill, E. R.....	January 20, 1879.
Sinex, J. H.....	January 20, 1879.
Smith, Miss Flora E.....	July 3, 1874.
Smith, James D.....	November 6, 1877.
Smith, Miss Jessie.....	August 8, 1874.

Educational Diplomas—Continued.

Name.	Expires.
Smyth, Charles S.....	May 15, 1875.
Squires, W. E.....	October 2, 1877.
Stegman, Miss Mattie A.....	August 6, 1876.
Stirling, J. F.....	October 8, 1873.
Stincen, Miss Alice M.....	November 29, 1873.
Stoddard, Charles W.....	October 2, 1877.
Stone, W. W.....	July 10, 1878.
Stowell, F. A.....	February 11, 1879.
Sumner, John H.....	February 3, 1878.
Temple, Miss Emma.....	May 13, 1879.
Thomas, J. R.....	February 25, 1877.
Tibbey, Miss Emily M.....	May 15, 1875.
Todd, H. J.....	July 9, 1877.
Towle, C. B.....	August 6, 1876.
Towle, Mrs. Lizzie B.....	January 13, 1877.
True, Charles F.....	October 5, 1878.
Underwood, J. G.....	January 7, 1877.
Van Schaick, L. H.....	November 29, 1873.
Van Schaick, Mrs. Mary A.....	May 13, 1879.
Vestal, F. A.....	July 10, 1878.
Wade, Miss M.....	August 5, 1877.
Walker, Miss Alice.....	September 23, 1877.
Wanzer, Mrs. L. M. F.....	April 6, 1878.
Waters, Mrs. C. K.....	July 10, 1875.
Watkins, Emory.....	January 20, 1879.
Watson, B. J.....	November 6, 1875.
Welch, B. F.....	July 5, 1873.
Westbay, Miss L. M.....	July 16, 1876.
Weston, Miss Ada.....	January 16, 1878.
Wheelock, Mrs. D. R.....	December 13, 1877.
White, Emmons.....	February 19, 1876.
Whitmore, Ella L.....	May 13, 1879.
Wilson, James K.....	March 19, 1876.
Wright, Mrs. E.....	April 8, 1877.
Wood, Jesse.....	October 22, 1876.
Yates, W. A.....	April 4, 1874.
Yule, John.....	August 5, 1876.
Zimmerman, William.....	December 19, 1876.

First Grade Certificates.

Name.	Expires.
Ables, Thos. J.....	July 16, 1874.
Alderson, Miss M. J.....	March 22, 1877.
Allison, Arminta E.....	March 10, 1874.
Anderson, Geo. P.....	July 9, 1874.
Ashby, J. P.....	October 1, 1874.
Ashley, Miss Florence.....	December 13, 1875.
Ashton, Jno.....	April 2, 1877.
Atkinson, Horatio N.....	June 16, 1874.
Aubrey, Mrs. Emily.....	April 6, 1876.
Avery, Miss Sarah.....	March 8, 1877.
Ayer, Isaac A.....	October 22, 1874.
Babcock, Wm. S.....	January 13, 1875.
Bagley, Benj. F.....	August 28, 1873.
Baker, F. E.....	January 16, 1876.
Baker, Chas. W.....	October 9, 1875.
Baker, Sam'l D.....	July 22, 1875.
Bailey, Miss A. A.....	July 22, 1875.
Baldwin, F. T.....	April 6, 1876.
Blake, Chas. M.....	July 10, 1876.
Budd, Mrs. A. S.....	May 7, 1874.
Black, Sam'l.....	June 7, 1874.
Burke, Mrs. L. K.....	November 22, 1875.
Byrne, Hugh J.....	October 6, 1876.
Butler, Miss Kate.....	January 3, 1877.
Brown, Jas. B.....	January 20, 1877.
Bruch, Louis.....	March 8, 1877.
Bush, Mrs. Ellen H.....	May 13, 1877.
Browne, Jas.....	May 13, 1877.
Bayrie, Arthur.....	April 15, 1875.
Benton, J. G.....	May 27, 1875.
Bicknell, Bertha A.....	March 10, 1874.
Betancue, Miss L.....	May 27, 1874.
Burrill, Mary A.....	March 10, 1874.
Breschen, Seraphine.....	July 9, 1874.
Banks, E. B.....	November 5, 1874.
Brown, Jno.....	January 7, 1875.
Barber, Aron C.....	January 27, 1875.
Boren, Miss Susie.....	September 23, 1875.
Blaney, Edw. W.....	September 23, 1875.
Blake, Chas. E.....	July 22, 1875.
Bugby, Mrs. B. N.....	July 9, 1875.
Benson, J. A.....	July 24, 1875.
Bangs, Vital E.....	November 6, 1873.
Bonnard, Miss E. A.....	December 31, 1873.
Boyle, Sarah Jane.....	March 10, 1874.

First Grade Certificates—Continued.

Name.	Expires.
Aginn, Jesse M.....	March 22, 1877.
Conmy, E. A.....	March 22, 1877.
Carroll, Anna.....	March 8, 1877.
Cogswell, Franklin.....	April 6, 1876.
Connor, William.....	April 22, 1874.
Chestnutwood, Jno.....	May 27, 1874.
Cleveland, J. G.....	October 30, 1875.
Carter, Miss Louisa.....	October 25, 1875.
Clark, Miss E. M.....	January 16, 1876.
Congdon, James S.....	January 16, 1876.
Creighton, Mrs. A. M.....	February 11, 1877.
Cahill, Josephine.....	March 8, 1877.
Chipman, Samuel J.....	March 8, 1877.
Crane, George.....	April 2, 1877.
Cottle, Annetta.....	April 2, 1877.
Campbell, Miss M. M.....	April 2, 1877.
Cory, Miss A. A.....	April 5, 1875.
Colby, Mrs. Mary A.....	April 29, 1875.
Clough, Miss E. A.....	June 3, 1875.
Casad, Ellen J.....	July 9, 1874.
Clark, Miss Hattie G.....	March 5, 1874.
Coffin, Miss Ella.....	August 6, 1874.
Creighton, Samuel G.....	November 5, 1874.
Curragh, J. M.....	December 3, 1874.
Childs, Miss Helen.....	January 13, 1875.
Case, E. L.....	January 13, 1875.
Crowell, Abner B.....	January 13, 1875.
Craig, Miss Elizabeth.....	July 22, 1875.
Cosgrove, P.....	July 24, 1875.
Charmers, Miss Grace.....	July 29, 1875.
Conrad, C. C.....	August 26, 1875.
Cogswell, Franklin.....	November 24, 1873.
Quenkel, William.....	April 2, 1877.
Dupuy, Marie.....	April 2, 1874.
Davis, R. M.....	April 16, 1874.
Dunbar, S. G. S.....	August 27, 1874.
DuBoise, John B.....	September 24, 1874.
Douglas, Miss Emma.....	September 17, 1874.
Davis, I. W.....	January 13, 1875.
Dunbar, Annie S.....	September 16, 1875.
Dyer, Barlow.....	October 16, 1875.
Darby, R. R.....	November 6, 1873.
Dulon, Arnold.....	December 27, 1873.

First Grade Certificates—Continued.

Name.	Expires.
Ellis, Miss M. C.....	April 2, 1877.
Ellis, Miss Nannie.....	April 2, 1877.
Elliot, Miss Mary.....	April 2, 1874.
Ewalt, Andrew J.....	February 11, 1874.
Evans, Miss D. M.....	July 22, 1875.
Edwards, W. H.....	September 9, 1875.
Edwards, Florence.....	April 16, 1874.
Finch, J. B.....	December 20, 1873.
Fross, William F.....	March 8, 1877.
Fowler, B. F.....	April 6, 1876.
Forbes, Miss Jennie A.....	October 31, 1875.
Freeman, G. N.....	January 20, 1877.
Fablinger, Lewis.....	May 28, 1877.
Fitzgerald, Nehemiah.....	April 15, 1875.
Flint, Miss Almira.....	May 13, 1875.
Fohey, Katie J.....	July 9, 1874.
Foster, Mrs. Emily.....	February 19, 1874.
Froust, Daniel.....	February 19, 1874.
Footman, Henry E.....	March 22, 1877.
Finlayson, C. T.....	July 9, 1874.
Grigsby, Miss Florence.....	July 22, 1875.
Gibson, Anna Adelia.....	March 10, 1874.
Green, Miss Emily F.....	March 10, 1874.
Garvey, J. B.....	May 27, 1874.
Ginn, James M.....	October 16, 1873.
Glasgow, Miss Mary V.....	January 24, 1873.
Goodcell, Henry.....	March 8, 1877.
Gabriels, Mrs. C. E.....	April 6, 1876.
Gummer, Lillie A.....	November 25, 1875.
Granger, F. C.....	July 9, 1874.
Gray, Bella R.....	March 5, 1874.
Garlick, Joshua P.....	March 5, 1874.
Goucher, G. G.....	April 2, 1877.
Grasty, Thomas P.....	March 8, 1877.
Hewitt, Rose.....	July 22, 1875.
Henderson, John.....	July 22, 1875.
Hailer, Lizzie.....	July 22, 1875.
Hamilton, Rev. H.....	August 12, 1875.
Hamilton, H. M.....	August 12, 1875.
Howard, George W.....	September 23, 1875.
Hopkins, Miss Amy A.....	October 26, 1875.
Hamilton, Mrs. M. J.....	December 20, 1873.
Hallowell, Miss B.....	December 31, 1873.
Holmer, M. D.....	October 6, 1876.
Hanks, Miss C. M.....	November 27, 1876.

First Grade Certificates—Continued.

Name.	Expires.
Hunt, S. M.....	January 20, 1877.
Hazen, P. J.....	January 20, 1877.
Hawks, Miss Emma A.....	January 20, 1877.
Head, Mrs. E. C.....	June 3, 1875.
Hurlburt, Isaiah.....	June 19, 1875.
Haswell, Miss M. A.....	June 19, 1875.
Hawkins, J. V.....	May 13, 1877.
Housechild, Anita.....	December 19, 1874.
Hughes, Wesley.....	April 16, 1874.
Hughes, A. B.....	August 7, 1873.
Howell, Thomas K.....	August 7, 1873.
Harris, Dora B.....	March 8, 1877.
Hendrix, Mary.....	March 8, 1877.
Hiatt, Pleasant.....	March 8, 1877.
Howell, Mark.....	April 6, 1876.
Howell, Henry H.....	November 6, 1875.
Haislip, Benj. F.....	November 6, 1875.
Hudson, J. A.....	July 9, 1874.
Howe, Albion J.....	July 23, 1874.
Howard, Miss Maggie.....	February 5, 1874.
Hall, Miss Sallie.....	February 19, 1874.
Hendry, Maggie.....	March 22, 1877.
Holbrook, Edw.....	March 22, 1877.
Ingraham, Mrs. R. F.....	March 25, 1875.
Jones, E. Benton.....	April 2, 1877.
Jones, W. H.....	July 10, 1876.
Jacobs, Miss Jennie S.....	October 5, 1876.
Jones, Carey W.....	March 8, 1877.
Jewett, Miss Fidelia.....	June 7, 1874.
James, Mrs. J. L.....	April 2, 1874.
Johnson, Jno. A.....	April 16, 1874.
Johnson, G. W.....	January 13, 1875.
Jones, Sarah M.....	May 13, 1877.
Jamison, J. H. S.....	May 13, 1877.
Jenks, David W.....	April 2, 1877.
Jenkins, Chas. S.....	September 23, 1875.
Jackson, Miss Sarah.....	August 13, 1874.
Jenks, D. W.....	July 22, 1875.
Johnson, Jos. W.....	April 15, 1875.
Kelsey, Miss N. M.....	November 27, 1876.
Kimball, Miss Mary J.....	October 26, 1875.
Kimball, C. H.....	April 2, 1877.
Kelso, Jno.....	July 10, 1876.
Kratzer, Lella.....	March 8, 1877.
Kelso, Luella.....	March 8, 1877.

First Grade Certificates—Continued.

Name.	Expires.
Kimball, Miss Mary S.....	March 8, 1877.
Knighton, Wm. A.....	January 13, 1875.
Knowlton, E. L.....	October 16, 1875.
Kennedy, J. F.....	October 22, 1874.
Kearney, Auther.....	July 22, 1875.
Kendall, Sylvina A.....	July 9, 1874.
Leadbetter, Irene E.....	July 9, 1874.
Lafferty, I. N.....	July 9, 1874.
Lane, Jno. D.....	July 16, 1874.
Law, Jno. K.....	February 19, 1874.
Lafferty, J. L.....	March 5, 1874.
Leppien, Miss Dora.....	January 3, 1877.
Ledyard, J. L.....	January 3, 1877.
Lynde, W. A.....	October 20, 1875.
Lampkin, Henry L.....	November 25, 1875.
Lowe, Sarah E.....	March 22, 1877.
Lambert, Daniel.....	March 22, 1877.
Lynch, W. F. B.....	March 8, 1877.
Little, Miss Mary J.....	August 28, 1873.
Lillie, J. B.....	December 19, 1874.
Loop, Mrs. S. J.....	March 11, 1875.
Lynch, Tilly.....	July 24, 1875.
Lander, F. L.....	August 26, 1875.
Lloyd, Mary A.....	October 4, 1875.
Lyons, Miss Hattie A.....	October 22, 1874.
Ludlum, Mrs. Evelyn M.....	June 22, 1875.
Ley, Miss Mary A.....	November 6, 1873.
Murnan, John T.....	January 16, 1876.
McDonald, W. P.....	April 6, 1876.
Morford, Nathan A.....	April 6, 1876.
Meek, Annie P.....	April 6, 1876.
McConnell, James I.....	July 10, 1876.
Miller, Annette.....	May 7, 1874.
McNiel, Miss A. E.....	May 20, 1874.
Miller, Miss E. O.....	January 16, 1874.
Miller, Charles N.....	April 15, 1875.
Messinger, H. H.....	April 15, 1875.
Martin, J. M.....	April 2, 1877.
McLafferty, B. S.....	May 13, 1877.
Maroon, Amelia A.....	March 10, 1874.
Montgomery, Alberta S.....	March 10, 1874.
McKowan, John C.....	April 16, 1874.
McGowan, Patrick H.....	April 16, 1874.
McKean, Miss Lottie.....	July 9, 1874.
McKean, Anna Mary.....	March 10, 1874.
Metzger, Charles L.....	January 7, 1875.

First Grade Certificates—Continued.

Name.	Expires.
Martin, Charles A.....	February 25, 1875.
McGollam, Miss Lizzie.....	April 6, 1874.
Morse, Miss Fannie.....	September 17, 1874.
Morris, Henry D.....	October 1, 1874.
Mitchell, Miss Jennie.....	October 8, 1874.
Mattick, J. N.....	November 27, 1876.
Merritt, Miss Julia E.....	January 20, 1877.
MacIntire, W. E.....	October 20, 1875.
McLean, Robert A.....	November 6, 1875.
Marks, Charles H.....	November 11, 1875.
McLean, Miss Christine.....	November 18, 1875.
Morey, Sabie.....	March 22, 1877.
Minta, Wesley.....	March 22, 1877.
Montgomery, Alberta S.....	March 22, 1877.
Marvin, Miss Adella.....	March 22, 1877.
Merritt, Mary.....	March 8, 1877.
Merritt, Isabella.....	March 8, 1877.
Martin, Julia.....	March 8, 1877.
Murdock, Ella.....	March 8, 1877.
McMeans, A. C.....	July 24, 1873.
Menefee, Mrs. C. A.....	August 28, 1873.
MacFarlan, Robert.....	October 2, 1873.
Miller, J. H.....	July 24, 1875.
McConnell, Miss Delia.....	September 16, 1875.
McNamara, W. N.....	July 22, 1875.
Morgan, R.....	July 22, 1875.
Nixon, Evelyn.....	April 1, 1875.
Northcutt, Cary A.....	May 13, 1877.
Norman, Lew.....	October 26, 1875.
Nichell, Ellen.....	July 24, 1875.
O'Dwyer, James.....	August 5, 1874.
O'Rogers, L.....	August 6, 1874.
Ogelvio, Miss Charlotte A.....	January 7, 1875.
Oglesby, Miss Marian A.....	May 20, 1874.
O'Laughlin, Miss N.....	June 7, 1874.
Owen, Miss Georgie.....	April 2, 1877.
O'Niel, M. A.....	May 13, 1877.
O'Niel, Mary H.....	January 20, 1877.
Palmer, Miss R. M.....	August 26, 1875.
Perkins, Agnes E.....	October 4, 1875.
Pendegast, H. B.....	January 27, 1876.
Pedler, F. M.....	July 10, 1876.
Palmer, Emma S.....	March 25, 1875.
Palmer, Miss Annie M.....	March 5, 1874.
Pugh, Miss F. M.....	November 25, 1875.

First Grade Certificates—Continued.

Name.	Expires.
Prentiss, George W.....	March 22, 1877.
Pierce, Miss Carrie.....	March 8, 1877.
Pendegast, John.....	November 13, 1873.
Perkins, Miss Mary E.....	December 20, 1873.
Parker, James L.....	December 31, 1873.
Peachy, F. G.....	August 6, 1874.
Peachy, Frank A.....	October 1, 1874.
Paulk, Charles C.....	May 27, 1874.
Pratt, Miss E.....	May 28, 1877.
Pettis, Miss Lizzie.....	January 3, 1877.
Pierce, Miss Carrie.....	January 3, 1877.
Poindexter, Robert W.....	March 8, 1877.
Pattengall, Mrs. M. F.....	February 25, 1874.
Ragsdale, William L.....	October 4, 1875.
Robinson, Miss Susie E.....	April 6, 1876.
Richards, Miss Rena.....	April 6, 1876.
Reavis, Walter Scott.....	March 11, 1875.
Reed, Grace F.....	June 10, 1875.
Royce, Ruth.....	March 10, 1874.
Raven, H. S.....	March 22, 1877.
Roberts, Lizzie.....	March 8, 1877.
Ryan, Miss Amanda.....	July 10, 1873.
Ralph, M. A.....	December 20, 1873.
Ryder, Miss Lettie E.....	December 31, 1873.
Robinson, Miss Mary E.....	August 13, 1874.
Robertson, James C.....	December 19, 1874.
Robertson, John B.....	December 19, 1874.
Robertson, George.....	June 7, 1874.
Rixon, Charity K.....	May 18, 1877.
Ritter, C. M.....	November 27, 1876.
Randall, Mrs. F. H.....	May 27, 1874.
Sherman, Frances Annette.....	March 10, 1874.
Stone, Helen Mary.....	March 10, 1874.
Stoney, W. E.....	April 2, 1874.
Slater, Charlotte.....	April 16, 1874.
Smith, J. A.....	July 22, 1875.
Stewart, Harriet Elizabeth.....	July 22, 1875.
Smiley, C. F.....	July 24, 1875.
Sherman, C. A.....	July 9, 1874.
Seeler, Jenaide.....	July 9, 1874.
Severic, Katie L.....	July 9, 1874.
Saxe, H. A.....	July 9, 1874.
Swetland, Miss Elmira.....	July 23, 1874.
Shaw, Miss Annie J.....	July 29, 1875.
Stevens, Mrs. Carrie.....	October 4, 1875.
Sherman, Miss F. M.....	April 6, 1876.

First Grade Certificates—Continued.

Name.	Expires.
Stevens, Miss Eliza.....	July 10, 1876.
Stewart, Miss Francis A.....	October 5, 1876.
Skinner, Miss Anna M.....	April 29, 1875.
Savago, Miss Mary E.....	April 29, 1875.
Soule, Miss Gertrude.....	May 27, 1875.
Stilts, Miss Sallie.....	March 5, 1874.
Shuey, Sarah Isabella.....	March 10, 1874.
Stincen, Emma Estella.....	March 10, 1874.
Snow, Alice Ruth.....	March 10, 1874.
Skiinner, Miss R. O.....	November 27, 1875.
Said, Ella.....	March 22, 1877.
Sanborn, Allen P.....	March 22, 1877.
Stevenson, Helen R.....	March 22, 1877.
Smith, Ansel.....	April 2, 1877.
Standish, Miss H. M.....	April 2, 1877.
Snow, Delia R.....	March 8, 1877.
Starr, Nellie.....	March 8, 1877.
Smith, Nehemiah.....	August 28, 1873.
Sollinger, J. A.....	November 12, 1874.
Scott, W. S.....	April 2, 1877.
Slater, Miss Henrietta.....	April 2, 1877.
Sickal, M. T.....	May 13, 1877.
Simmonds, Miss E. P.....	January 3, 1877.
Schultz, F. W. A.....	January 20, 1877.
Tourtelotte, Miss Mary E.....	December 20, 1873.
Tillotson, Emma.....	March 10, 1874.
Teller, Lorenzo.....	July 24, 1875.
Thomas, Seraph A. C.....	July 9, 1874.
Trafton, Mary.....	July 24, 1875.
Towle, S. G.....	July 24, 1875.
Turner, H. F.....	July 29, 1875.
Thompson, Miss L.....	July 10, 1876.
Tingley, H. X.....	October 5, 1876.
Thompson, J. N.....	February 3, 1876.
Trowbridge, Nelson S.....	April 29, 1875.
Tillotson, Henry Ira.....	March 10, 1874.
Tierney, Maggie A.....	March 22, 1877.
Taylor, Olivia L.....	March 8, 1877.
Tilton, Etta.....	March 8, 1877.
Thompson, Miss Helena.....	June 16, 1874.
Toothaker, Miss Olivia.....	November 27, 1876.
Valencia, Miss Lydia E.....	January 20, 1877.
Van Trees, Miss Emily.....	May 7, 1874.
Vandorn, V. J.....	March 5, 1874.
Variel, Rob't H. F.....	February 5, 1874.
Van Guelder, Kate.....	May 27, 1875.
Van Slyke, Delos J.....	July 24, 1873.

First Grade Certificates—Continued.

Name.	Expires.
Williams, Geo	November 6, 1873.
Wemple, E. L	December 3, 1874.
Wells, J. H.....	January 13, 1875.
Wenke, R. E.....	February 11, 1875.
Whitworth, F. H	October 26, 1875.
Wythe, Miss Sarah S.....	October 27, 1875.
Walsh, Miss Nellie E.....	November 18, 1875.
Wilson, H. C	November 25, 1875.
Wallace, W. B.....	November 25, 1875.
Wozencraft, W. R	December 13, 1875.
Wheeler, Miss Millie	May 13, 1877.
Webb, Miss Sallie B.....	June 22, 1875.
Wenk, R. E	July 22, 1875.
White, Miss Louisa E	July 22, 1875.
Wibble, Annie.....	July 22, 1875.
Warren, J. M.....	July 24, 1875.
Wicks, Jno. T	July 9, 1874.
Woodard, Marion W	July 9, 1874.
Woods, Jas. L.....	January 16, 1876.
Wible, Miss Julia F	January 16, 1876.
Withington, Augusta.....	March 8, 1877.
White, A. F.....	April 2, 1877.
Wright, J. M	April 2, 1877.
Wilcox, Miss Celia F.....	November 27, 1876.
Webber, Fred E.....	January 20, 1877.
Ward, Miss Mary.....	May 27, 1874.
Woodruff, Miss Frances.....	June 16, 1874.
Woodworth, Mrs. J. E	July 9, 1874.
White, Miss Mary J.....	March 5, 1874.
Woodworth, Miss Mary	March 25, 1875.
Wheaton, Miss Clara.....	April 1, 1875.
Woods, H. M.....	April 15, 1875.
Witt, Thos. J.....	August 28, 1873.
White, Jas. S.....	July 24, 1873.
Welch, Wm. P.....	August 6, 1874.
Watson, Miss Lizzie	October 8, 1874.
Yates, Miss Lizzie	January 13, 1875.
Yates, Miss Jennie	July 10, 1873.
Young, Nestor A.....	February 19, 1874.
Zumwalt, D. K	August 28, 1873.

Second Grade Certificates.

Name.	Expires.
Abbott, Adam B.....	July 22, 1873.
Ambrose, Miss C. D.....	July 10, 1874.
Anderson, Christina.....	March 22, 1876.
Arter, Miss Florence.....	February 3, 1874.
Auld, Eliza.....	March 22, 1876.
Ball, Miss Ella M.....	April 6, 1874.
Barry, Miss Sarah D.....	November 18, 1873.
Beach, Sarah S.....	March 22, 1876.
Bennett, Minnie E.....	March 22, 1876.
Bills, Miss R. Allie.....	November 27, 1874.
Birdsell, Miss Rebecca.....	February 11, 1876.
Bixby, Miss E. P.....	April 2, 1876.
Brown, L. L.....	July 9, 1873.
Campbell, Ruth G.....	February 3, 1874.
Carpenter, Mattie E.....	October 5, 1874.
Casey, Miss Joanna T.....	October 5, 1874.
Chapman, Adelbert R.....	March 22, 1876.
Chipman, Lucy.....	March 22, 1876.
Clark, A. N.....	September 16, 1873.
Clark, Robt. M.....	April 6, 1874.
Clark, Miss Lottie K.....	April 6, 1874.
Clark, James Edward.....	April 20, 1874.
Clearly, Louise E.....	March 22, 1876.
Cole, Miss C. A.....	April 2, 1876.
Collins, Miss Mary.....	November 18, 1873.
Congdon, Miss A. R.....	February 11, 1876.
Cornelius, Z. E.....	October 5, 1874.
Deuel, Mrs. Hattie.....	November 25, 1873.
Donovan, Miss Kate M.....	November 6, 1873.
Dose, Miss Anna M.....	July 12, 1873.
Fairchild, Miss Fannie R.....	November 11, 1873.
Forsyth, Miss E.....	November 11, 1873.
Galusha, N. H.....	November 25, 1873.
Gelston, Miss J. M.....	August 5, 1873.
Givens, Louise M.....	March 22, 1876.
Graffelman, Miss L.....	January 27, 1874.
Graham, Estelle E.....	March 22, 1876.
Guild, Pacific.....	March 22, 1876.
Haas, Miss A. E.....	July 10, 1874.
Hankenson, John R. R.....	April 6, 1874.
Hardy, Miss Irene.....	July 10, 1874.

Second Grade Certificates—Continued.

Name.	Expires.
Harvey, Miss Annie.....	October 26, 1873.
Hayes, E. A.....	March 22, 1876.
Henderson, Miss Mary J.....	January 16, 1874.
Herre, J. W.....	April 20, 1874.
Howe, Miss May.....	November 25, 1873.
Jenkins, Miss Emma.....	November 11, 1873.
Johnson, Samuel E.....	March 22, 1876.
Jones, Harrison A.....	October 16, 1873.
Kennedy, T. E.....	April 6, 1874.
Kimball, Miss M. T.....	October 26, 1873.
Kingman, M. V.....	November 27, 1874.
Kinney, Miss Georgie A.....	July 22, 1873.
Kline, Miss Mary.....	October 25, 1873.
Lacy, Miss Louise.....	July 22, 1873.
La Grange, Miss Ella.....	October 28, 1873.
Lande, Miss Jos. E.....	May 13, 1876.
Leach, Elizabeth S.....	April 2, 1876.
Lindberg, Emily U.....	January 20, 1876.
Livingston, Emma J.....	July 9, 1873.
Manchester, M. R.....	April 2, 1876.
Martin, Edith J.....	March 22, 1876.
Martin, John A.....	December 13, 1873.
Mathews, Miss Mary.....	April 20, 1874.
Maurer, Clara F.....	April 2, 1876.
McGilvray, Mrs. M.....	July 10, 1874.
McNear, Miss Lucy C.....	April 6, 1874.
Miller, Mrs Amanda.....	April 6, 1874.
Miranda, Miss Petra.....	July 10, 1874.
Morgan, Miss Rose E.....	September 16, 1873.
Morey, Kittie.....	March 22, 1876.
Moroney, Miss Mary E.....	November 25, 1873.
Murphy, Annie L.....	March 22, 1876.
Murphy, Miss Isabelle A.....	April 6, 1874.
Nolen, Patrick.....	October 5, 1873.
Norton, Miss Mary J.....	May 4, 1874.
O'Brien, Miss Julia.....	October 5, 1873.
O'Rourke, Maggie.....	March 22, 1876.
Owen, Susie.....	April 2, 1876.
Paine, George S.....	January 20, 1876.
Probert, Miss Mary E.....	October 30, 1873.

Second Grade Certificates—Continued.

Name.	Expires.
Ray, Carrie L.....	April 2, 1876.
Ray, Maria.....	March 22, 1876.
Riley, James A.....	March 22, 1876.
Rise, Mrs. Mary W.....	December 13, 1873.
Russell, Ella.....	March 22, 1876.
Russell, Mary C.....	April 2, 1876.
Savage, Miss Fannie.....	January 16, 1874.
Savage, Miss N. H.....	August 7, 1873.
Sheldon, Miss Jennie.....	February 11, 1876.
Simons, Miss Mary P.....	April 2, 1876.
Simonton, Miss Sophia A.....	May 28, 1876.
Simpson, J. D.....	July 29, 1873.
Simpson, J. M.....	January 27, 1874.
Smith, Miss Maggie E.....	September 16, 1873.
Smith, Miss M. V.....	January 20, 1876.
Spencer, Miss Rebecca.....	April 6, 1874.
Sprott, Miss Maggie.....	April 6, 1874.
Stockton, Alice.....	March 22, 1876.
Stone, Miss Carrie O.....	September 23, 1873.
Strawbridge, Miss Viola.....	May 28, 1876.
Swain, Orlando E.....	October 26, 1873.
Tanner, Miss Olive D.....	February 3, 1874.
Treadwell, W. B.....	January 16, 1874.
Trumbull, Miss Maggie S.....	August 19, 1873.
Tucker, Mrs. E. R.....	April 2, 1876.
Turner, Cynthia M.....	April 2, 1876.
Underwood, Mrs. N. W.....	November 18, 1873.
Vane, Miss Martha A.....	November 25, 1873.
Vincent, Mrs. M. M.....	April 6, 1874.
Wainright, Charles C.....	January 16, 1874.
Waters, Miss Mery C.....	October 31, 1873.
Webb, James W.....	October 26, 1873.
Weir, Helen.....	January 27, 1874.
White, Clarence M.....	October 5, 1874.
White, Miss J.....	July 24, 1873.
Willis, William L.....	January 16, 1874.
Wilson, Miss Jessie E.....	April 6, 1874.
Wilson, Miss Sarah.....	July 10, 1874.
Winn, Miss Lizzie.....	August 12, 1873.
Wright, Abbie P.....	October 16, 1873.
Young, Lenore P.....	March 22, 1876.

Third Grade Certificates.

Name.	Expires.
Adams, Miss Cathella.....	January 3, 1875.
Allen, Miss Laverna.....	February 11, 1875.
Auld, Cecilia.....	March 8, 1875.
Brannon, Miss Belle.....	February 11, 1875.
Brier, Mary.....	October 5, 1873.
Brown, Amy.....	March 22, 1875.
Callsen, Miss Helena.....	February 11, 1875.
Carr, Ursula A.....	March 22, 1875.
Castle, Hattie E.....	May 13, 1875.
Chart, Miss Christine.....	October 5, 1873.
Clark, Miss Ella A.....	July 10, 1873.
Day, Frances M.....	March 22, 1875.
Evans, Miss Marion.....	October 5, 1873.
Gibbons, Ruby A.....	March 22, 1875.
Greenleaf, Annette.....	January 3, 1875.
Harris, Lizzie G.....	March 22, 1875.
Hogan, Miss M. E.....	March 8, 1875.
Hoyt, Miss Lizzie.....	January 20, 1875.
Hucklebein, Josie.....	March 22, 1875.
Intermille, Rosa.....	March 22, 1875.
Jones, Nellie R.....	March 22, 1875.
Keifer, Sallie E.....	March 22, 1875.
Ketchum, Adie.....	March 22, 1875.
Lelong, Lottie.....	March 22, 1875.
McLean, Mrs. Anna.....	May 13, 1875.
Olinger, Nevada.....	March 22, 1875.
Pumell, Elizabeth B.....	October 5, 1873.
Reed, Helen.....	March 22, 1875.
Rockwood, Josephine.....	April 2, 1875.
Ross, Jane.....	October 5, 1873.
Scott, Miss Hallie.....	April 2, 1875.
Sherman, Miss Julia E.....	February 11, 1875.
Stockton, Adelia.....	March 22, 1875.

Third Grade Certificates—Continued.

Name.	Expires.
Thompson, Belle E.....	March 22, 1875.
Van Deusen, Miss M.....	May 28, 1875.
Wainwright, Susan	October 5, 1873.
White, Annie F.....	March 22, 1875.
Wood, Miss Susie M.....	July 10, 1873.

Supplementary list of State Certificates and Diplomas granted from July first to November first, eighteen hundred and seventy-three.

Educational Diplomas.

Name.	Expires.
Bissell, Joseph.....	August 30, 1879.
Chestnutwood, Mrs. J. A.....	July 22, 1879.
Huntsinger, Mrs. Jennie.....	July 22, 1879.
Ingraham, B. F.....	July 22, 1879.
Jaycoax, Mrs. A. S.....	July 22, 1879.
Law, John K.....	July 22, 1879.
Oliver, A. W.....	July 22, 1879.
Oliver, Mrs. C. F.....	July 22, 1879.
Ryan, Miss Amanda.....	August 4, 1879.
Thompson, J. N.....	July 22, 1879.
Thurton, M. S. L.....	August 30, 1879.
Wallace, W. B.....	July 22, 1879.
Walsh, Miss Nellie E.....	August 30, 1879.
Watson, Miss Lizzie J.....	July 22, 1879.

First Grade Certificates.

Name.	Expires.
Anderson, D. M.....	October 18, 1877.
Anderson, Miss May.....	October 18, 1877.
Babcock, Milton St.....	October 18, 1877.
Bannan, Miss Maggie.....	August 30, 1877.
Barrett, Dora J.....	August 30, 1877.
Beasley, E. C.....	October 18, 1877.
Benjamin, Miss J. I.....	July 22, 1877.
Blakely, James O.....	October 18, 1877.
Brooks, Miss Addie.....	August 30, 1877.
Brown, George J.....	October 18, 1877.
Buckman, A. E.....	August 4, 1877.
Bush, Solomon.....	July 22, 1877.
Crane, Amanda.....	October 18, 1877.
Dakin, William J.....	August 4, 1877.
Dascomb, Charles.....	July 22, 1877.
De Nure, D. D.....	October 18, 1877.
Fahey, Maggie.....	August 4, 1877.
Fiske, H. W.....	August 4, 1877.
Fowler, D. F.....	July 22, 1877.
Greer, Miss M. L.....	August 30, 1877.
Haley, William T.....	July 22, 1877.
Hammel, Mrs. A. H.....	July 22, 1877.
Hanson, A. J.....	August 4, 1877.
Harrington, Maggie J.....	August 4, 1877.
Hatch, J. L.....	July 22, 1877.
Heckman, H. H.....	October 18, 1877.
Hinton, J. W.....	July 22, 1877.
Holdsworth, Martha A.....	August 4, 1877.
Holton, George M.....	October 18, 1877.
Johnston, Miss Clara.....	July 22, 1877.
Knight, Ed. D.....	July 22, 1877.
Lipowitz, M.....	August 4, 1877.
Lynch, Mary E... ..	July 22, 1877.
Martin, A. F.....	October 18, 1877.
McEwen, Jno.....	July 22, 1877.
McHugh, Peter.....	October 18, 1877.
Nolen, M. J.....	August 4, 1877.

First Grade Certificates—Continued.

Name.	Expires.
Paulk, Charles A.....	August 4, 1877.
Preston, Benjamin T. K.....	October 18, 1877.
Price, Harrison.....	October 18, 1877.
Poindexter, Robert W.....	July 22, 1877.
Redding, Miss Dora C.....	October 18, 1877.
Redway, Jacques W.....	August 4, 1877.
Reed, Dayton A.....	October 18, 1877.
Robinson Jos. W.....	October 18, 1877.
Salisbury, Mary A.....	July 22, 1877.
Saunders, Samuel.....	August 4, 1877.
Saxon, T. A.....	August 4, 1877.
Sproul, Etha F.....	October 18, 1877.
Tuttle, W. S.....	August 4, 1877.
Wakefield, Maria M.....	October 18, 1877.

Second Grade Certificates.

Name.	Expires.
Abbott, A. B.....	October 18, 1876.
Anderson, Jennie M.....	October 18, 1876.
Bainbridge, Mrs. A. C.....	July 22, 1876.
Barey, Eliza E.....	October 18, 1876.
Campbell, Miss A. E.....	October 18, 1876.
Clason, Rollo S.....	August 4, 1876.
Cowie, Annie B.....	August 4, 1876.
Dake, Mrs. L. M.....	July 22, 1876.
Dorn, N. A.....	August 4, 1876.
Fuller, Mary L.....	August 4, 1876.
Henderson, W. H.....	October 18, 1876.
Huntley, Miss A. H.....	July 22, 1876.
Lucas, William T.....	August 4, 1876.

Second Grade Certificates—Continued.

Name.	Expires.
Martin, A. E.....	August 4, 1876.
McConnell, Harriet.....	October 18, 1876.
McPherson, W. G.....	August 4, 1876.
Morgan, H. J.....	August 4, 1876.
Morgan, Rose E.....	October 18, 1876.
Ortega, Dario M.....	August 4, 1876.
Root, Miss A. M.....	August 4, 1876.
Root, Ellis.....	August 4, 1876.
Seeley, Miss Nora H.....	October 18, 1876.
Titus, F. H.....	August 4, 1876.
Weed, Miss Alice.....	July 22, 1876.
White, Mattie H.....	October 18, 1876.

Third Grade Certificates.

Name.	Expires.
Collins, Miss Cynthia A.....	October 18, 1875.
Fairchild, Mary.....	August 4, 1875.
Fennell, Miss Lizzie.....	August 4, 1875.
Fleming, Miss Katie.....	August 4, 1875.
Hicks, Mrs. M. G.....	October 18, 1875.
Hunter, Miss Libbie.....	August 4, 1875.
McCarty, Nannie I. J.....	October 18, 1875.
Reynolds, Miss Minnie.....	October 18, 1875.

IV.—STATE UNIVERSITY.

V.—STATE NORMAL SCHOOL.

VI.—INSTITUTION FOR THE DEAF, DUMB,
AND THE BLIND.

VI-Inst. 1000
V-St. 1000
IV-Inst. 1000

UNIVERSITY OF CALIFORNIA.

The University of California is now permanently located at Berkeley. The site is situated four miles to the north of the City Hall, in Oakland. It includes about two hundred acres of land, which lie on the western declivity of a Mt. Diablo group of mountains, at an elevation varying from two hundred to eight hundred and eighty-seven feet above the sea level. The bench mark of the south college is three hundred feet above mean high water, and this is nearly the altitude of the principal spots selected for building. The property is traversed by two creeks, the larger one of which, on the south, is known by the name of Strawberry Creek. The surface is much diversified, and affords excellent locations for all the necessary buildings of the University, and for the cultivation of trees, shrubs, and other plants, as well as for experiments in agriculture and horticulture. Its natural beauties and its fine outlook toward the Bay of San Francisco and the Golden Gate are already well known.

In the Spring of eighteen hundred and seventy-three, the Regents requested Professor Davidson, of the United States Coast Survey, to cause a plane table survey of the grounds to be made. This was executed at once by Mr. Cleveland Rockwell, of the United States Coast Survey.

The gardener of the public grounds at the Capitol, Mr. Ellis, was also consulted, and a written report was received from him on the treatment of the grounds. Subsequently, the Regents requested Mr. William Hammond Hall, the Engineer of the Golden Gate Park, to give them his advice and coöperation in the grading and development of the property. He has made a beginning in the immediate vicinity of the public buildings, and will go forward with the work as rapidly as the funds are provided.

A survey of the boundary lines of the University property is now in progress.

The classes in Civil Engineering have begun, also, an elaborate topographical map of the grounds, which will be the work of several years, and will give them good practice in the science and art to which they are devoted, and will be of constant service in the development of property.

The two new edifices constructed by the liberality of the State at Berkeley, are now occupied by the classes, and are found to be well

adapted to the wants of the institution. They were designed by David Farquharson, Esq., architect of San Francisco, and one of the two was constructed under his immediate supervision. The other building was constructed under the direction of the Building Committee of the Regents, who made some changes in the original design. These structures are sufficient for the most pressing necessities of the University; but as the institution increases in the number of teachers and scholars, further accommodations will be necessary. Separate buildings for the library and museum will be among the earliest wants to be supplied. When Mr. Farquharson's plans were originally adopted, it was thought that separate buildings might be soon put up for the several Colleges of Agriculture, Mining, Mechanic Arts, Civil Engineering, Letters, etc., into which it was intended that the University should be subdivided, and accordingly the building first constructed bore the name of the College of Agriculture, and the second one the name of the College of Letters. For the present, however, the cost of such a variety of buildings has not been provided for. Moreover, the students in the various special subjects are united in so many different groups that the separation of any part of them into one building exclusively has been out of the question. The lectures on geology and natural history, and the work in chemistry, for example, are requisite for all students in the scientific branches as much as for those in agriculture; and so, likewise, many of the lectures in agriculture may be attended by students of other departments.

Temporarily, also, until either public or private munificence provides a separate building or buildings for the library and museum, it has been thought best to place the very valuable collections of the University in the College of Agriculture, the only fire-proof structure on the premises. In view of these considerations, the north or wooden building, originally called the College of Letters, is devoted for the present to rooms used as follows:

IN THE NORTH HALL OR COLLEGE OF LETTERS.

1. Large assembly-room.
2. Philosophical lecture-room, with apparatus, and room and study attached.
3. Two class-rooms in Civil Engineering.
4. Two class-rooms in History and English Literature.
5. General lecture-room.
6. Three mathematical class-rooms.
7. Five class-rooms in Ancient and Modern Languages.
8. Faculty-rooms.
9. Study for the young men while not in recitations.
10. Study for the young ladies while not in recitations.

IN THE SOUTH HALL OR COLLEGE OF AGRICULTURE.

The rooms are assigned as follows:

1. Chemical Laboratories, with their accessory store-rooms, balance-room, study, etc.
2. Lecture-room for scientific lectures by the Professors assigned to this building.
3. Lecture-rooms and work-rooms of the Professor of Agriculture.
4. Temporary library and reading-rooms.

5. Temporary museum-rooms for the collections of the State Geological Survey, and for other collections—Agricultural, Mineral, Metallurgical, etc.

REGENTS.

EX OFFICIO REGENTS.—His Excellency Newton Booth, Governor, ex officio President of the Board; His Honor Romualdo Pacheco, Lieutenant Governor; Hon. Thomas B. Shannon, Speaker of the Assembly; Hon. Henry N. Bolander, State Superintendent of Public Instruction; R. S. Carey, Esq., President of the State Agricultural Society; A. S. Hallidie, Esq., President of the Mechanics' Institute of San Francisco.

APPOINTED REGENTS.—Hon. Richard P. Hammond, San Francisco; Hon. John W. Dwinelle, LL. D., Oakland; Rev. H. Stebbins, D. D., San Francisco; Hon. Lawrence Archer, San José; J. West Martin, Esq., Oakland; Hon. Samuel B. McKee, Oakland; Hon. Samuel Merritt, M. D., Oakland; Hon. John F. Swift, San Francisco.

HONORARY REGENTS.*—J. Mora Moss, Esq., Temescal; Hon. S. F. Butterworth, San Francisco; Hon. John S. Hager, San Francisco; A. J. Bowie, M. D., San Francisco; William C. Ralston, Esq., San Francisco; Hon. John B. Felton, Oakland; Louis Sachs, Esq., San Francisco; Hon. Henry H. Haight, Alameda.

EXECUTIVE OFFICERS.—Daniel C. Gilman, President of the University; Messrs. Butterworth, Dwinelle, Haight, Martin, and Stebbins, Advisory Committee; William C. Ralston, Treasurer; Andrew J. Moulder, Secretary; Martin Kellogg, Dean of the Academic Senate; Samuel Jones, Commandant of the Battalion.

FACULTY OF THE COLLEGES OF LETTERS AND SCIENCES.—Daniel C. Gilman, President.

PROFESSORS.†—Ezra S. Carr, M. D., Professor of Agriculture and Agricultural Chemistry; George Davidson, A. M., Professor of Geodesy and Astronomy; Stephen J. Field, LL. D., Professor of Law; Samuel Jones, (U. S. Military Academy), Professor of Military Science, and Adjunct Professor of Mathematics; Martin Kellogg, A. M., (Dean of the Academic Senate), Professor of Latin and Greek; John Le Conte, M. D., Professor of Physics and Industrial Mechanics; Joseph Le Conte, M. D., Professor of Geology and Natural History; Paul Pioda, Professor of Modern Languages; William B. Rising, Ph. D., Professor of Chemistry and Metallurgy; Frank Soule, Jr., (U. S. Military Academy), Professor of Civil Engineering and Astronomy; William Swinton, A. M., Professor of the English Languages, Rhetoric, and History; William T. Welcker, (U. S. Military Academy), Professor of Mathematics; George W. Bunnell, A. M., Assistant Professor of Latin and Greek; Robert E. Ogilby, Instructor in Drawing; Julius Grossmann, Instructor in German; Manuel M. Corella, Instructor in Spanish; James M. Phillips, Instructor in Hebrew.

*The term "honorary," applied to the Regents, indicates only the mode of their election, which is made by the ex officio and appointed Regents. Every Regent is a full member of the Board.

†The Professors' names are arranged alphabetically.

SUMMARY OF STUDENTS IN ATTENDANCE.

I. *Candidates for a Degree.*

	In Science.	In Letters.	Total.
Senior Class.....	7	5	12
Junior Class.....	16	8	24
Sophomore Class.....	26	11	37
Freshman Class.....	44	20	64
	<u>93</u>	<u>44</u>	<u>137</u>

II. Students at Large.....	13
III. Special Course Students.....	35
Total number of Students.....	185
Number enrolled at the Mechanics' Institute Lectures.....	342

The Preparatory Class was discontinued in July, eighteen hundred and seventy-two.

GENERAL STATEMENT.

The University of California closes its fourth year at Commencement, July sixteenth, eighteen hundred and seventy-three.

On the twenty-fourth of September, the two large buildings, provided by the State, will be occupied, and the site at Berkeley will become the seat of the University.

The Political Code of California declares the object of the University to be "general instruction and education in all the departments of science, literature, art, industrial, and professional pursuits, and special instruction for the professions of agriculture, the mechanic arts, mining, military science, civil engineering, law, medicine, and commerce."

The Congressional gift, from which the University has received a portion of its funds, provides (in the language of the Act) for "at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

In accordance with these requirements, the modern schools of theoretical and applied science are maintained in the University of California, as well as the traditional classical college. The arrangements for such studies may be expected to improve year by year, as the funds increase and the number of teachers is enlarged.

The full organization of the University will include a College of Letters, a College of Medicine, a College of Law, and a College or Colleges of Science and the Arts, including Agriculture, Mining, and Engineering.

The Colleges of Letters, Science, and Medicine, are already in operation. The medical announcement will be separately made. The following statement refers only to the two first mentioned:

COLLEGES OF LETTERS AND SCIENCE.

The instructions of the University, to be hereafter given at Berkeley, are divided between two Faculties, closely coöperative with one another, and usually meeting as a single body.

1. *The College of Letters.*

This includes the usual classical course, with instruction in Greek, Latin, German, French, Mathematics, and the elements of Natural Science. The Degree to which it leads is that of "Bachelor of Arts."

A modification may be made in this course, substituting for one or both of the ancient languages certain other studies in modern literature and science, and the Degree for this course will be "Bachelor of Philosophy."

2. *The Colleges of Science and the Arts, including Agriculture, Engineering, and Chemistry.*

These provide an introductory course of two years in Mathematics, the elements of Natural Science, and in German, French, and English—and advanced courses of two years each, in which the studies are chiefly special—in Agriculture, Chemistry, or Engineering. Other specialties (among them Mining and Mechanical or Dynamic Engineering), will from time to time be added. A select course of scientific studies may be marked out for the two higher years, designed for such students as have not determined upon specialties.

The Degree in the Colleges of Science and the Arts is "Bachelor of Philosophy."

It should be distinctly understood that the students in the several courses are required to obtain knowledge of other subjects than those which distinctively pertain to their specialty; for example, all the students of language receive some instruction in science, and all the students in science some instruction in language, the object being to provide a liberal culture, adapted to the various callings of modern society.

SPECIAL STUDENTS. properly qualified, may pursue the study of particular branches without following in full any prescribed course; but this permission is accorded only to those who have already made a considerable proficiency in knowledge. When such students give all their time to study in the University, they are distinguished by the designation of STUDENTS AT LARGE, and are subject to all the regulations of the University.

TERMS OF ADMISSION.

TO THE COLLEGES OF SCIENCE AND THE ARTS.—Candidates must pass a satisfactory examination in *Higher Arithmetic*, in all its branches, including the extraction of square and cube roots, and the metric system of weights and measures; *Algebra*, to Quadratic Equations; *Geometry*, first four books (Davies' Legendre or Loomis); *English Grammar, Geography, and History of the United States*.

Students are earnestly advised to devote, at least, one year to the study of Latin, before entering this department. It will greatly help

their acquisition of modern languages, and will be useful in their study of science. Allen & Greenough's Grammar, and Allen's Latin Reader, are especially commended as good manuals for this purpose.

Proficiency in some one or more of the Modern Languages is also very desirable.

TO THE COLLEGE OF LETTERS.—Candidates must pass a satisfactory examination in the foregoing, and in the following *additional* studies: *Latin Grammar*; *Cæsar*, four books; *Virgil*, six books of the *Æneid*; *Cicero*, six orations; *Greek Grammar*; *Xenophon's Anabasis*, three books.

In eighteen hundred and seventy-four, and thereafter, the *Eclogues* of *Virgil* will also be required, and two books of *Homer's Iliad*. Practice in *Latin Composition* is regarded as of great importance.

Candidates for advanced standing, whether from other Colleges or not, in addition to the preparatory studies, are examined in those already pursued by the classes which they propose to enter.

Applicants must be at least sixteen years of age, and bring satisfactory testimonials. Young ladies, as well as young men, are received as students. *There is no charge whatever for tuition.*

COURSES OF STUDY.

The following schedule gives in outline the principal branches, and the order in which they are pursued; but some changes must be expected from time to time.

COLLEGE OF LETTERS.

FOURTH, OR FRESHMAN CLASS.

FIRST TERM.

Latin.—*Livy*; *Latin Composition*.

Greek.—*Homer's Odyssey*.

Mathematics.—*Algebra*.

English.—*History and Structure of the English Language*.

Ancient History.—*Lectures*.

Written Translations.

Lectures on Physiology.

SECOND TERM.

Latin.—*Livy*; *Latin Composition*.

Greek.—*Odyssey*.

Mathematics.—*Algebra*, completed. *Geometry*.

English.—*History and Structure of the Language*.

Vocal Culture.

Ancient History.—*Lectures*.

Written Translations.

Lectures on Physical Geography.

THIRD TERM.

Latin.—The Odes of Horace.
Greek.—Herodotus; Greek Composition.
Mathematics.—Geometry.
English.—History and Structure of the Language.
Vocal Culture.
Ancient History.—Lectures.
Written Translations.

THIRD, OR SOPHOMORE CLASS.

FIRST TERM.

Latin.—Horace; Ars Poetica and Satires.
Greek.—Herodotus; Greek Composition.
French.—(Begun.)
Mathematics.—Trigonometry, plane and spherical.
Physics.—Heat.
Botany.—(Optional.)
English.
Rhetoric.—Composition.

SECOND TERM.

Latin.—Cicero de Senectute and de Amicitia; Latin Composition.
Greek.—The Prometheus of Æchylus.
French.
Mathematics.—Analytical Geometry.
Physics.—Heat.
Botany.—(Optional.)
English.
Rhetoric.—Composition.

THIRD TERM.

Latin.—Tacitus; Germania and Agricola.
Greek.—The Antigone of Sophocles.
French.
Mathematics.—Surveying and Navigation.
Mechanics.
Zoölogy.
English.
Rhetoric.—Composition.

SECOND, OR JUNIOR CLASS.

FIRST TERM.

Latin.—Cicero; in Kellogg's "Ars Oratoria."
German.—(Begun.)
French.
English Literature.—Forensic Disputes.

Logic.

Mechanics.

Zoölogy.

Astronomy.

Mathematics—Differential Calculus (optional).

Spanish, Italian, or Hebrew, optional through the year.

SECOND TERM.

Greek.—Plato's *Gorgias*.

German.

French.

English Literature.—Disputes:

Logic.

Mechanics.—Liquids and Gases.

Zoölogy.

Chemistry.—Lectures.

Mathematics.—Differential and Integral Calculus (optional)

THIRD TERM.

Latin.—Quintillian; in "*Ars Oratoria*."

Greek.—Gorgias.

German.

French.

English Literature.—Disputes.

Mental Philosophy.

Physics.—Electricity and Magnetism.

Geology.

Mathematics.—Integral Calculus and Calculus of Variations (optional).

FIRST, OR SENIOR CLASS.

FIRST TERM.

Linguistics.—Whitney's *Language and the Study of Language*.

Latin.—Juvenal.

Greek.—Demosthenes on the Crown.

German.

English Literature.—Disputes.

Physics.—Acoustics and Optics.

Geology.

Lectures on Ancient Literature.

Lectures on Moral Philosophy.

Spanish, Italian, or Hebrew, optional through the year.

SECOND TERM.

Linguistics.—Study of Language.

Latin.—Cicero pro Cluentio.

Greek.—Thucydides.

German.

English Literature.—Essays.

Physics.—Optics.

Geology.

Lectures on Ancient Literature.
Lectures on Modern History.
Lectures on Political Economy.

THIRD TERM.

Linguistics.—Study of Language.
Latin.—The Captives of Plautus.
Greek.—The Clouds of Aristophanes (optional).
German.
Meteorology.
Mineralogy.
Lectures on Law.
Lectures on Hygiene.
Lectures on Greek and Roman Archæology.
Thesis.—Preparatory to graduation.

COLLEGES OF SCIENCE AND THE ARTS.

Fourth, or Freshman Class.

FIRST TERM.

Mathematics.—Algebra.
Chemistry.
French or German.—(Begun.)
English.—History and Structure of the English Language.
Ancient History.
Free Hand and Instrumental Drawing.
Lectures on Physiology.

SECOND TERM.

Mathematics.—Algebra, completed. Geometry.
Chemistry.
French or German.
English.—History, Structure, etc.
Written Translations.
Vocal Culture.
Ancient History.
Drawing.
Lectures on Physical Geography.

THIRD TERM.

Mathematics.—Geometry.
Chemistry.—(Recitations and laboratory practice.)
French or German.
English.—Composition.
Vocal Culture.
Ancient History.
Drawing.

THIRD, OR SOPHOMORE CLASS.

FIRST TERM.

Mathematics.—Trigonometry, plane and spherical.

German.

French.

English.—Composition.

Rhetoric.

Physics.—Heat.

Botany.

Chemistry.

Drawing.

SECOND TERM.

Mathematics.—Analytical Geometry.

German.

French.

English.—Composition.

Rhetoric.

Physics.—Heat.

Botany.

Chemistry.

Drawing.

THIRD TERM.

Mathematics.—Descriptive Geometry. (Shades, Shadows, Linear Perspective, Isometric Projection.)

German.

French.

English.—Composition.

Rhetoric.

Mechanics.

Zoölogy.

Chemistry.

Drawing.

SECOND, OR JUNIOR CLASS.

GENERAL STUDIES.

The general studies (pursued by all the members of the class) are the following:

Mechanics and Physics.

Zoölogy and Geology.

Astronomy.—(One term.)

Chemistry and Mineralogy.

German and French.

English Literature.—Forensic Disputes.

Mental Philosophy, and Logic of Induction.

FIRST, OR SENIOR CLASS.

GENERAL STUDIES.

The general studies of the Class are the following:

Physics.—Acoustics, Optics, Meteorology.

Geology.

German or French.

Disputes, Essays, Theses.

Linguistics.—Language, and the Study of Language.

LECTURES.

Short courses of lectures may be expected during the year on the following topics:

Moral Philosophy.

Political Economy.

Law.

Modern History.

Hygiene.

SPECIAL SCIENTIFIC STUDIES OF THE JUNIOR AND SENIOR CLASSES.

As already stated, the students of the Junior and Senior Classes select special courses to which they pay chief attention. Three such courses are now provided, namely: (A) Agriculture; (B) Chemistry; (C) Engineering.

A. Agriculture.

The special studies in the Agricultural Course will include, in the Junior year, the chemical composition of agricultural plants; the plant as an organism adapted to perform a certain work; the material when wrought; the forces by which the work is accomplished; the relation of the plant to the atmosphere (agricultural meteorology) and to the soil; the nature, origin, and composition of the soil.

There will be special instruction in this and the following year on veterinary science, diseases of plants, agricultural entomology, pruning and propagation, viniculture and wine making, dairy economy, farm implements and farm management, fish culture, etc.

The Senior studies will include tillage, irrigation, drainage, reclamation of land, field crops, sheep and cattle husbandry, forestry and arboriculture, sericulture, fruit and other special cultures, household and rural economies, together with a part of the lectures mentioned under the preceding year.

B. Chemistry.

Instruction is given in general and theoretical chemistry by lectures, recitations, and laboratory practice. This course extends through three terms, one in Freshman year and two in Sophomore year, and embraces the elements of inorganic and organic chemistry. Students, after making themselves familiar with the details of experiments, are required to repeat the same in the laboratory for elementary chemistry.

An advanced course of lectures will be given to students of the Junior and Senior Classes in general and theoretical chemistry. This course will embrace a discussion of the general principles of the science and their application to analytical and metallurgical chemistry, and to mineralogy.

The chemical laboratories will be open daily for instruction in analytical chemistry.

The course of instruction in qualitative analysis will include the analysis of simple and complex substances in the wet way, their analysis by the use of the blow-pipe and flame reactions, and the determination of minerals with the blow-pipe. Students will be required to keep a careful record of their work, and to submit the same to the inspection of the Professor. Upon passing a satisfactory examination in qualitative analysis, students may pass to the quantitative laboratory.

In the quantitative laboratory instruction will be given in the quantitative gravimetric analysis of simple and complex salts, minerals, ashes of plants, mineral waters, etc.; in volumetric analysis, including acidimetry, alkalimetry, chlorimetry, etc.; in organic analysis; in gas analysis; in the preparation from inorganic and organic compounds, and in the carrying out of original investigations.

Students taking the course of chemistry will be expected to spend at least fifteen hours a week in the laboratory during Junior year, and twenty hours a week during Senior year.

Students who, for satisfactory reasons, do not wish to take the full course, may enroll themselves with the Professor of Chemistry as special students. Students wishing to take a post-graduate course will find an abundant opportunity for pursuing their studies.

A charge will be made for chemicals, as follows: In elementary chemistry, five dollars per term; in analytical chemistry, twenty-five dollars per term. Students needing assistance, who are able and willing to render service in return for chemicals, may make application to the Professor.

C. Engineering.

The special studies in Civil Engineering for Junior year are as follows:

Second Term—Land surveying and leveling, with supplementary practice in the field; topographical, hydrographical, and geodetic surveying, and map making; with various surveys in the field, practical problems, and map constructions of the adjacent country.

Third Term—Road and railroad surveying and building; the laying out of curves, switches, crossings, etc., and the computations of earthwork; also, a study of the most noted and most perfect roads of the several classes.

The special studies of Senior year are the following:

First Term—Stone cutting, and the application of the principles of descriptive geometry to constructions of masonry drawings, and the solutions of practical problems.

Second Term—Building materials, their strength, and other properties; principles of framing, bridge building, etc.

Third Term—The mechanics of engineering, comparisons, and analyses of existing representative structures.

OPTIONAL STUDIES.

Students already proficient in the studies laid down in the general scheme which they are following, or who have sufficient extra time at their disposal, may pursue, with the permission of the Faculty, optional studies in Spanish, Italian, and Hebrew, or in Drawing; or they may attend lectures and exercises appointed for other sections of the University, if it does not conflict with their regular appointments.

POST-GRADUATE INSTRUCTION.

Students in post-graduate courses will be received in Chemistry, Engineering, and such other specialties as may be provided by the heads of the different departments.

LECTURES.

The following courses of Lectures may be expected during the coming year:

- On Constitutional Law, by Hon. S. J. Field.
- On Modern European History, by President Gilman.
- On the Physical Geography of Europe, by President Gilman.
- On Physics and Mechanics, by Professor John Le Conte.
- On Natural History and Geology, by Professor Joseph Le Conte.
- On Military Science, by Professor Jones.
- On Ancient Literature, by Professor Kellogg.
- On Ancient History, by Professor Swinton.
- On Agricultural Chemistry, by Professor Carr.

Weekly assemblies of the students will also be held, at which occasional lectures and other literary exercises may be expected.

Persons not connected with the University who may desire to attend any of these lectures, may do so by permission of the lecturers.

LECTURES IN SAN FRANCISCO.

During the Winter a special course of lectures is annually given in San Francisco, by the President and Professors of the University, under the auspices of the Mechanics' Institute. The last course, like those of the two previous years, was attended by from three to four hundred persons—as many as could be accommodated in Corinthian Hall—and a full register of their names was kept.

The programme for the course was as follows:

President Gilman.

January 4th—Polytechnic Schools at Home and Abroad.

January 11th—The Physical Geography of the United States in relation to its History.

Professor John Le Conte.

January 18th and 25th—The Distances and Activities of the Stars.

Professor Carr.

February 1st—What we Breathe.

February 8th—What we Drink and What we Eat.

Professor Welcker.

February 15th—History of Mathematical Science.

Professor Joseph LeConte.

February 22d and March 1st—The Ancient Glaciers of the Sierras.

Professor Kellogg.

March 8th—Homer, and the True Homeric Poems.

Professor Rising.

March 15th—The Physical and Chemical Properties of Water.

Professor Swinton.

March 22d—Books, and the Use of Books.

A similar course of lectures was also given at the Normal School in San José.

EXPLANATIONS OF SOME OF THE COURSES.

MILITARY SCIENCE.

The course of instruction includes:

I. Tactical Instruction in the field, in the Schools of the Soldier, the Company, the Battalion, and Skirmishers.

II. Lectures on the Art of War.

In addition to tactical instruction in the field, a series of lectures is delivered before the students on the following topics, viz:

1. *Composition and Organization of Armies*—Showing the organization and proportions of different kinds of troops in the armies of the United States, and of the leading powers of Europe at the present day; with a historical sketch of the Greek Phalanx, Roman Legion, and the style of organization in vogue during Feudal times.

2. *The Supply of Armies*—Showing the mode of arming, equipping, clothing, and feeding armies, by the leading nations.

3. *Moving of Armies*—Including transportation by land or water; marches in our own or a friendly country; and marches in the vicinity of the enemy.

4. *Passage of Rivers*—On ice, by fords, by boats, etc.

5. *Military Bridges*—Including an account of bridges improvised from the boats of the country; the construction and use of pontoon bridges; the repair and preservation of bridges; the theory and use of flying bridges; of bridges on casks and inflated skins; the attack and defense of the different kinds of bridges; with historical notices of military bridges in general.

6. *Field Fortification*—Showing the mode of constructing the different kinds of field works, of attacking and defending the same.

7. *Theory of Fire*—Including the phenomena of the combustion of

gunpowder; the theory of the flight of projectiles and principles of gunnery; discussion of the shapes and properties of projectiles and the principles of target practice; calculation of initial velocity, etc.

8. *The Principles of Strategy.*

9. *Historical Sketch* of small arms, from the earliest times down to the present day.

PHYSICS AND MECHANICS.

The course of instruction in PHYSICS and MECHANICS commences with the Second, or Sophomore Year of the regular course, and is completed in three years.

The students in the Sophomore Class are occupied with the subject of **HEAT**: including Thermometry; Laws of Expansion of Solids, Liquids, and Gases; Laws of Conduction and Convection; Laws of Liquefaction and Solidification; Laws of Ebullition; Laws of Elastic Force of Vapors; Theory of Steam Engine; Laws of Vaporization and Condensation; Spontaneous Evaporation; Hygrometry; Laws of Specific Heat; Sources of Heat; Mechanical Equivalent of Heat; Heat of Combustion; Dynamical Theory of Heat. **RADIANT HEAT**: embracing laws of Radiation. Reflection, and Absorption; Refraction; Laws of Diathermancy, and the theory of Dew.

Then commences the course on **MECHANICS**: embracing General Properties of Matter; Measurement and Representation of Forces; Momentum; Uniform Motion; Uniformly Accelerated and Retarded Motion; Laws of Motion; Composition, Resolution, and Equilibrium of Forces; Composition and Resolution of Motions and Rotations; Principle of Moments; Theory of Parallel Forces; Theory of Couples; Curvilinear Motion, and the Laws of Centrifugal Force.

The students in the Junior Class continue the study of **MECHANICS**: including Laws of Gravity; Laws of Central Forces; Laws of Falling Bodies; Application of Theory of Parallel Forces to Center of Gravity and Stability; Elementary Machines and Theory of Machinery; Laws of Friction and Resistance to Motion; General Theorem of Work; Maximum of Effect of Machines and Animals; Motion on Inclined Planes; Vibratory Motion; Theory of Pendulum and Applications; Laws of Impact; Moment of Inertia; Theory of Projectiles and Application to Gunnery. **MECHANICS OF LIQUIDS**: Including Transmission of Pressure; Pressure Due to Weight; Buoyancy and Floatation; Application to Specific Gravity. *Motion of Liquids*: Spouting Liquids; Motion of Water in Pipes, Canals, and Rivers; Theory of Resistance of Fluids; Mechanics of Capillarity. **MECHANICS OF GASES**: Including Laws of Compressibility and Elasticity; Pressure of the Atmosphere; Barometric Formula; Applications to Pumps, Siphons, Fire Engines, etc.

Electricity, Magnetism, Electro-Magnetism, Magneto-Electricity, and Theory of Electric Telegraph, are also embraced in the studies of this class.

Students of the Senior Class are occupied with Undulations and Wave Motion. **ACOUSTICS**: Including Propagation of Sound, and Elastic Waves; Reflection, Refraction, and Interference of Sounds; Physical Theory of Music. **OPTICS**: Embracing Theories of Propagation of Light; Velocity of Light; Photometry; Laws of Reflection and Refraction; Dispersion of Light; Spectroscope; Theory of Rainbows and Halos; Interference of Light; Diffraction; Polarization of Light; Theory

of Vision; Theory of Optical Instruments. **METEOROLOGY:** Including Distribution of Heat on the Earth; Permanency of Climates; Physical Constitution of the Atmosphere; Physical Theory of Winds; Physical Theory of the Oceanic Currents; Physical Theory of Rains and Laws of Distribution; Theory of Tornadoes; Water Spouts, Hurricanes, Typhoons, etc.

The Method of Instruction is by means of Lectures and Recitations, accompanied by experimental demonstrations and the solution of practical problems.

The Cabinet of Physical Apparatus is very complete, and additions are to be made to it each year.

TEXT-BOOK: Snell's edition of "Olmstead's Natural Philosophy." Recommended for reference: Atkinson's edition of Ganot's Physics; Lardner's "Hand-book of Natural Philosophy;" Silliman's "Principles of Physics;" Peck's Mechanics.

GEOLOGY AND NATURAL HISTORY—THIRD CLASS.

The course of lectures in this department will commence in the Sophomore Class, with Botany. In the First Term, Structural Botany is taken up; and in the Second Term the Physiology of Vegetable Growth and Reproduction, and the Principles of the Classification of Plants. The course is fully illustrated by the use of the microscope. **TEXT-BOOK:** Gray's "Structural and Systematic Botany."

Zoölogy is commenced in the Third Term of this class.

Zoölogy commenced in the previous class will be continued through two Terms of the Junior Class. The course will include the Comparative Anatomy and Physiology of Animals, and the Principles of Classification. The microscope is used to illustrate the course. **TEXT-BOOKS:** Agassiz's "Principles of Zoölogy." Reference: Carpenter's "Zoölogy," Milne Edwards' "Manual of Zoölogy;" Todd's "Cyclopedia of Anatomy and Physiology," etc.

Geology will be taken up in the Third Term of this class. During this Term, the lectures will be confined to *Dynamical Geology*, or the study of the various agencies now at work modifying the earth's surface and producing structure. Under this general head will be taken up Atmospheric Agencies, River Agencies, Glacial Agencies, Ocean Agencies, Igneous Agencies, Organic Agencies, etc.

Geology, commenced in the previous class, will be continued in the Senior Class. The First Term will be occupied with *Structural Geology*, the *General Structure of the Earth*; the *Structure and Position of Rocks*; the *Formation and Distribution of Fossils*; the *Occurrence and Origin of Mineral Veins*; the *Structure and Mode of Formation of Mountain Chains*, etc. The Second and Third Terms will be devoted to the *History of the Earth*. This history will be illustrated principally from American Geology, and, as far as possible, from the Geology of the State. Throughout the course, special attention will be devoted to points of special interest, scientific or practical. The course is thoroughly illustrated by the use of an ample museum of rocks, ores, and fossils, and an extensive collection of Ward's Geological Casts.

REFERENCES: Dana's "Manual of Geology;" Lyell's "Principles of Geology;" Lyell's "Elements of Geology;" De la Beche's "Geological Observer;" Juke's "Manual of Geology."

MATHEMATICS.

Freshman Class.—*Algebra*: Solution of Equations, first and second degrees; Binomial Theorem; Extraction of Roots of any degree, both of numbers and algebraic quantities; Operations on radicals of any degree, and upon quantities affected with fractional and negative exponents; Progressions and Proportions; Principle of Indeterminate Coefficients; Summation of Series by the method of Differences, and by special methods; Solution of Exponential Equations; Theory of Logarithms; General Theory of Equations; different methods of Solving Numerical Equations of any degree. *TEXT-BOOK*: Davies' Bourdon.

Geometry.—Instruction in Plane Geometry; Geometry of Three Dimensions, and Spherical Geometry; Exercises in Geometrical Invention, Loci; Symmetry, Maxima and Minima by Geometrical Methods; Harmonic Proportion and Harmonic Pencils; Polars, Centers of Similitude, etc. *TEXT-BOOK*: Olney's Geometry.

Sophomore Class.—*Trigonometry and Mensuration*.—Thorough practical instruction in the use of Tables of Logarithms, and Logarithmic Functions, Plane and Analytical Trigonometry; Spherical Trigonometry, and Mensuration. *TEXT-BOOK*: Olney's Trigonometry.

Analytical Geometry.—The Second Term is devoted to the study of Determinate and Indeterminate Geometry, including a full Examination of the Properties of the Conic Sections. *TEXT-BOOK*: Church's Analytical Geometry.

The Third Term to the study of Descriptive Geometry; Spherical Projections; Shades, Shadows, and Linear Perspective. *TEXT-BOOK*: Church's Descriptive Geometry.

Junior Class.—The First Term is occupied in the study of Differential Calculus; the Second Term in finishing that subject, and with Integral Calculus; the Third Term with Integral Calculus, and the Calculus of Variations. *TEXT-BOOK*: Church's Calculus.

AGRICULTURE AND AGRICULTURAL CHEMISTRY.

The instruction is given by experimental and illustrated lectures, recitations, essays, and class discussions, and the practical application of principles upon the University grounds. In addition, orchards, vineyards, farms, dairies, and all places of agricultural interest and importance will be visited by the class, as far as practicable, under the guidance and instruction of the Agricultural Professor.

The University domain is being developed, with a view to illustrate every capability of the State for special cultures, whether of forests, fruits, or field crops, and the most economical methods of production. It will be the station where new plants and processes will be tested, and the results made known to the public. It is intended to employ the labor of students, with reasonable compensation therefor, whenever practicable.

Text-books and Works for Reference.

Johnson's How Crops Grow, How Crops Feed; Downing's Works on Horticulture and Landscape Gardening, Darlington's Useful Plants, Gamgee and Law's Anatomy of the Domestic Animals, Gamgee's Domestic Animals in Health and Disease, Goodale's "Breeding," Randal's "Sheep Husbandry," Harris on Insects, Reports of the Agricul-

tural Bureau at Washington, Transactions of the California State Agricultural Society, Horticultural and Agricultural Journals of California.

LATIN AND GREEK.

The authors read during the course are indicated in the schedule of the College of Letters.

In Latin, the Grammars of Allen and Greenough, and of Harkness, are used, with references to Madvig's. The first named is recommended to beginners. Hadley's Greek Grammar is used. Goodwin's Greek Grammar is recommended to preparatory classes. Liddell and Scott's Greek Lexicon, and Andrews' or White's Latin Lexicon, are also recommended.

All the instruction in Latin and Greek aims to bring out the relations of those languages to our own.

Prominence is given in the classical course to such works, preceptive or illustrative, as bear on the art of public speaking.

Mr. C. W. Howard, of Oakland, has provided for the purchase of maps, photographs, etc., illustrative of ancient Greece and Rome.

MODERN LANGUAGES.

The study of French and German is required of all the candidates for a Bachelor's degree.

In the College of Letters, French is commenced in the Sophomore year, and German in the Junior year.

In the Colleges of Science, French or German is commenced in the Freshman year, and French or German in the Sophomore year, and the study of each language is pursued for three years.

The study of Spanish and Italian is optional.

Text-books.

Grammars:

French—Fasquelle, Otto, Noël & Chapsal.

German—Otto, Woodbury.

Spanish—De Tornos, Gramatica de la Academia.

Italian—Cuore, Foresti.

Books for Translation.

- | | |
|-----------------|--|
| <i>French.</i> | { Un Philosophe sous les toits, par E. Souvestre; Littérature Française, par Demogeot; Histoire de France, par V. Duruy. |
| <i>German.</i> | { Adler's Progressive Reader; Whitney's German Reader; Geschichte der Deutschen Literatur, von Th. Oeser. |
| <i>Spanish.</i> | { Spanish Reader, Vida de Cervantes, por el Dr. Jorge Ticknor; Manuel de Literatura Española, por D. A. Gil de Zárate; Historia de España, por D. Gerónimo de la Escosura. |
| <i>Italian.</i> | { Le mie prigioni di S. Pellico, I Promessi Sposi, di A. Manzoni; Letteratura Italiana, Maffei; Storia d'Italia, Sforzosi. |

ENGLISH LANGUAGE.

Systematic study of the English Language, in its history, structure, and vocabulary, is made during the entire first year. The course em-

braces: A Survey of Anglo-Saxon; the Development of the English Language, as recorded in the early monuments of English literature of the eleventh to the fourteenth centuries; the Composition of the English Vocabulary—analysis of its Teutonic and classic elements; English Word Analysis; Radical Terminology; the study of English Synonyms; the Philosophy of English Grammar.

TEXT-BOOK: Latham's "Hand-Book."

WORKS OF REFERENCE: Marsh's Lectures; Whitney's "Linguistics;" Crabbe's "Synonyms;" Dean Alford's "Queen's English;" Trench's "Study of Words."

RHETORIC.

The specific study of the science of Rhetoric is confined to the second year, but the practice of composition extends through the second, third, and fourth years. During these years, fortnightly themes or forensics are required from each student; and these productions are made the subject of special criticism in the class-room.

TEXT-BOOK: Whateley's "Elements." In addition, a course of lectures is given on Diction, the Structure of Sentences, the Philosophy of Style, and Literary Art.

ENGLISH LITERATURE.

The study of English Literature extends through the third and fourth years. Original Essays on the several periods of English Literature, and critical estimates of the chief monuments of English Literature, are required from the students.

WORKS OF REFERENCE: Marsh's "Early English Literature;" Chamber's "Cyclopedia;" Craik's "English Literature;" Taine's "Histoire de la Literature Anglaise."

LOGIC.

The study of Logic is taken up at the commencement of the third year, and continues through at least two terms.

Syllabus of the Course: Analytic Outline of Logic; of the Operations of the Mind and of Terms; Propositions; Arguments, and the Theory of Syllogistic Reasoning; Fallacies; Induction; The Discovery of Truth; Inference and Proof; Practice in Dialectics.

TEXT-BOOK: Whateley's Logic.

WORKS OF REFERENCE: Sir W. Hamilton's Lectures on Logic; J. Stuart Mill's Logic.

HISTORY.

The study of Ancient History covers the first year (Fourth Class); the study of Modern History, the fourth year. The instruction is by Lectures.

ENGINEERING.

Instruction in this department is given by means of recitations, lectures, and the use of text books, and works of reference.

By means of a liberal donation of money from Mr. H. D. Bacon, of Oakland, the instruction in this department will be strongly reinforced by the employment of valuable models of bridges, trusses, arches, topography, etc., and numerous diagrams and photographs of the most

important and celebrated engineering structures throughout this country and Europe.

ASTRONOMY.

Instruction in this department begins with the Senior year, and is completed in three terms. In the first, the study of Descriptive Astronomy is completed. In the second, Physical Astronomy. In the third, the theory and use of astronomical instruments are discussed, and the various problems arising in practical astronomy are investigated and solved. Instruction is communicated by means of recitations, lectures, and the use of text books, globes, and charts.

EXAMINATIONS.

In all the courses of the University the instruction, whether by lectures or text books, is accompanied by daily examinations.

Term examinations are held at the close of the first and second terms, on the studies of the term. These examinations are either in writing or oral, according to the nature of the study.

Annual examinations are held at the close of each Academic year. They cover the ground gone over during the year, and the four thus held constitute the examination for a degree. These examinations are chiefly in writing.

The credits for the term and annual examinations are combined with the student's daily credits to make up the record of the term and the year.

Class Competitive Examinations.—In addition to the term and annual examinations, which are obligatory, special examinations for honors, called Class Competitive Examinations, are held at the close of each year, which are entirely optional. Honors are awarded on the basis of these examinations.

Notice of intention to compete must be given ninety days before Commencement. Parts for the Commencement exercises will be assigned only to those who enter the Class Competitive Examination of the last year.

Examinations for Degrees.—For students passing through the University these examinations are annual, as stated above, and there is no other examination covering the whole course. But the organic Act establishing the University provides such a general examination for those who have studied elsewhere.

"Students who shall have passed not less than a full year as resident students in any college, academy, or school in this State, and, after examination by the respective Faculty of such college, academy, or school, are recommended by such Faculty as proficient candidates for any degree in any regular course of the University, shall be entitled to be examined therefor at the annual examination; and on passing such examination shall receive such degree for that course, and the diploma of the University therefor, and shall rank and be considered in all respects as graduates of the University.

"All students of the University who have been resident students thereof for not less than one year, and all graduates of the University in any course, may present themselves for examination in any other

course or courses at the annual examinations, and, on passing such examination, shall receive the degree and diploma of that course."

Graduation Thesis.—The careful preparation of a thesis, as part of the final examination, is exacted from every candidate for the Bachelor's Degree. These theses are not prepared for public exhibition, but are intended to give to the student practice in careful research by concentrating his attention on some special investigation pertinent to his principal course of study, or to his chosen pursuits. Each thesis is examined carefully by the Professor in whose department it falls, and is then submitted to the entire Faculty for their approbation.

HONORS AND PRIZES.

Honorable mention will be made of those who pass the best examination on their admission to the Freshman Class.

The students making the best record for the Term will receive honorable mention in the public assembly. Those who make the best record for the year will hereafter be designated in the Annual Register.

Special honors will also be awarded to the most successful in the Class Competitive Examinations—not more than five in each of the four classes. The highest competitor of the Senior Class will receive the University Medal, or an equivalent sum of money.

Commencement honors will also be assigned at the discretion of the Faculty.

In addition to the scholarships provided for, and the medal or its equivalent, a small sum of money has been pledged for prizes in some of the departments of scholarship.

A special prize of fifty dollars will be given next year, by the President, to the student who shall write and deliver the best English oration, under such regulations as the Faculty may prescribe. A special prize of fifty dollars will be given by the Professor of Chemistry to the student who shows the most proficiency in that science.

The friends of the University are earnestly requested to establish prizes and scholarships, to stimulate the departments in which they take the deepest interest.

DEGREES.

The degree for the traditional classical course is A. B., Bachelor of Arts. For all the scientific courses, as also for the select literary course, the degree is Ph. B., Bachelor of Philosophy. The higher degrees of A. M., C. E., and Ph. D., will be given on the completion of an adequate post-graduate course.

DISCIPLINE.

The rules of the University are few; the exactions are strict. Good behavior, under all circumstances, regularity and punctual attendance at all appointed exercises, diligence in study, and the maintenance of thorough scholarship, are expected from all the students. Failures or negligence in any of these respects will render the student liable to private and public admonitions, to dismissal, and in case of heinous misdemeanors, to expulsion. Formal reports are not regularly transmitted to the parents, but the Professors will be ready to give information respect-

ing the standing of a student, to his parent or guardian, whenever it is requested.

BUILDINGS.

The new buildings, at Berkeley, which will be occupied at the beginning of the coming year, are large, well arranged, and well furnished. They are designed for class-rooms and lecture-rooms. Temporary accommodations are provided in them for the library and collections.

In the South Hall, or College of Science, will be found the rooms devoted to Agriculture, Metallurgy, Chemistry, Natural History, and Geology. The library and scientific collections are also here placed.

In the North Hall, or College of Letters, will be found the offices of the President, Dean, Faculty, and Regents, together with the class-rooms in Ancient and Modern Languages, Mathematics, History, etc.

An assembly-room, holding four hundred persons, is here provided. The lecture-room, and apparatus for instruction in Physics are also here placed.

The new Laboratories in the College of Science are large, convenient, and supplied with the best and newest facilities for chemical instruction. One room is specially fitted up for carrying out the experiments of the elementary chemistry of the Freshman and Sophomore Classes.

In the qualitative and quantitative laboratories each student will be assigned a desk and supplied with reagents and apparatus necessary for making analyses.

LIBRARY.

The Library of the University numbers over eleven thousand volumes. It includes the books received from the College of California, purchases made by the University to the amount of five thousand dollars, a generous gift of encyclopedias and other standard works from E. L. Gould, Esq., of San Francisco, and the collection of books which belonged to the late Dr. Francis Lieber, of New York—a collection purchased and given to the University by M. Reese, Esq., of San Francisco, besides other generous gifts.

There is a manuscript catalogue of the Library constantly accessible, and the books are open to all the officers and students daily.

COLLECTIONS.

In Geology, etc.—The University has received within the past year a valuable collection of ores, fossils, minerals, and metallurgical products bought of the collector, Mr. C. D. Voy, and presented to the University by D. O. Mills, Esq., of San Francisco. It will presently receive the collections of the California Geological Survey. It has a good, full series of the Ward Geological Casts.

In Botany.—The nucleus of an herbarium has been provided by the generosity of H. Edwards, Esq., of San Francisco, who has given his collection of Australian plants, one thousand specimens in number.

In Chemistry.—The commencement of a chemical cabinet has been made, and additions will be made to it during the coming year.

BOARD AND LODGING.

The University has hitherto made no provision for the board and lodging of the students, but it is supposed that around the site at Berkeley, ample accommodations will be provided, on reasonable terms, for all who are away from their homes. Probably the facilities of transit will be such that those who desire to lodge in their homes at San Francisco and Oakland, will be able to do so.

It is difficult to state the necessary expenses of living. A few students, in a club, have lived at a cost of seventeen or eighteen dollars each per month, for board and lodging. The average expenses for board and lodging of twenty-eight persons, who reported to the Faculty in the Summer of eighteen hundred and seventy-three, were twenty-six dollars per month, which is probably an adequate but not a generous allowance.

CALENDAR FOR 1873.

January 2—Beginning of Second Term.

April 2—End of Second Term.

(Spring vacation of two weeks.)

April 17—Beginning of Third Term.

July 15—Examinations for Admission.

July 16—COMMENCEMENT—End of the year.

(Summer vacation of ten weeks.)

September 24, 25—Examinations for Admission.

September 25—Beginning of the First Term.

December 24—End of the First Term.

BOARD AND POLICY

The University has a long history of providing a high quality education for its students. The Board of Regents is responsible for the overall management of the University and for the approval of the University's policies. The Board is composed of representatives from the State of California and the University community. The Board's primary responsibility is to ensure that the University is operating in the best interests of the State and its students. The Board also has the authority to appoint and remove the President of the University and to approve the University's budget. The Board's policies are designed to ensure that the University is providing a high quality education and that its resources are being used in the most effective manner possible. The Board's policies are subject to review and revision by the Board at any time.

- January 2 - 1950
- April 2 - 1950
- April 17 - 1950
- July 15 - 1950
- July 16 - 1950
- September 1 - 1950
- September 1 - 1950
- December 1 - 1950

CALIFORNIA STATE NORMAL SCHOOL.

OFFICE OF THE BOARD OF TRUSTEES OF THE STATE NORMAL SCHOOL, }
SAN JOSÉ, June 30th, 1873.

To His Excellency,
NEWTON BOOTH,
Governor of California:

SIR: In accordance with the provision of subdivision eleventh of section fourteen hundred and eighty-nine of the Political Code, we have the honor to submit to your Excellency the annual report of the Board of Trustees for the school year commencing July first, eighteen hundred and seventy-two, and ending June thirtieth, eighteen hundred and seventy-three.

Very respectfully, your obedient servant,

HENRY N. BOLANDER,
Secretary.

JAMES DENMAN,
C. T. RYLAND,
B. BRYANT,
B. CORY,
T. ELLARD BEANS,
Board of Trustees of the California State Normal School.

REPORT.

Contrary to expectation, the Board of State Normal School Building Commissioners were unable to prepare the State Normal School building for occupancy by June eighteenth, eighteen hundred and seventy-two, the beginning of the eleventh school year, and the first term had to be commenced in the Reed Street School House, the quarters occupied by the school since its removal from San Francisco. By the seventh of July, however, the Board of Building Commissioners had prepared the rooms

sufficient for immediate wants, and the school found at last a *home*, and ceased to be a beneficiary of City Boards of Education.

The Normal School Building is not yet completed, and though its completion has been intrusted to a Board unconnected with the Board of Trustees, yet, as our coöperation was requested by that Board, we are warranted in urging the speedy completion of the building. At a meeting of the Board of Trustees held October twenty-fourth, eighteen hundred and seventy-two, the Board of State Normal School Building Commissioners presented the following statement:

SAN JOSE, October 24th, 1872.

To the Honorable Board of Trustees of the State Normal School:

GENTLEMEN: Your attention is respectfully invited to the consideration of the desirableness of completing the Normal School building.

The appropriation made by the Legislature was seventy-five thousand dollars for each of the fiscal years eighteen hundred and seventy-two and eighteen hundred and seventy-three. The Commissioners of the State Normal School Building audited and allowed claims outstanding against the State on account of said building, to the amount of eighty-eight thousand five hundred and thirty-eight dollars, an amount exceeding by several thousands the appropriation for the first year. The payment of warrants for the work done and the material furnished under the supervision of the Commissioners could not be made until the second fiscal year's appropriation could be realized; and, in order to enable the Commissioners to go on with the work, the Controller was authorized to issue *interest-bearing* warrants. This he refused to do, as the bill made no provision for the payment of the interest. This interest was therefore added as percentage to the orders, and of course had to be included in the amount of the appropriation. The Commissioners have gone as far as they feel it prudent to go with the work, as they are limited by the appropriation in drawing orders on the Controller; but there are many reasons why the building should be completed as soon as practicable.

It is possible that workmen will go on and take certificates of time, waiting for a new appropriation to meet their claims, or capitalists may be found who will purchase these certificates and wait for an appropriation or relief bill.

If we had for building purposes the amount paid as percentage, we feel confident that we could so far complete the building as to effectually protect it on the outside and fit every part of it for use.

If the Board of Trustees will give an expression as to the desirableness of our going on with its work, under the circumstances as above set forth, they will very much oblige the Commissioners.

Very respectfully,

T. H. SINEX,
I. A. QUIMBY.

The Board of Trustees, after due deliberation, adopted the following resolutions:

WHEREAS, The Act of the Legislature providing a fund for the completion of the State Normal School building authorized the issuance of

interest-bearing warrants, but failed to provide for the payment of said interest; and whereas, the Commissioners of said building have included said interest in their orders on the Controller to be met out of the appropriation; and whereas, by careful approximate estimates, this interest, amounting to about eight thousand five hundred dollars, would go far towards finishing the building, if not entirely completing it; and whereas, in our opinion, it is a matter of economy to the State, in saving material and labor, to continue the work to the completion of the building; therefore, be it

Resolved, That should the Commissioners of the State Normal School Building continue the work on said building to the extent of using eight thousand five hundred dollars, we will unite with them in urging the next Legislature to provide promptly for the payment of said sum.

At the commencement of the first term, the corps of teachers remained the same in number and persons as for the preceding school year, viz: Dr. W. T. Lucky, Principal; H. P. Carlton, Vice Principal; Miss E. W. Houghton, Assistant Senior Class; and Mrs. Doreas Clark, Assistant Junior Class. But already during the last school term the need of an additional teacher had made itself grievously felt, and the Board had appointed a committee to select a qualified teacher. After considerable correspondence and consequent delay, Charles H. Allen, a well-known Institute lecturer, and for years connected with Normal Schools, was, on recommendation of the committee, elected as a teacher of the Natural Sciences, Music, and Drawing. Prof. Allen entered upon his duties October seventh, eighteen hundred and seventy-two.

Ever since its removal from San Francisco, no training school had been connected with the Normal School. As soon as the school was permanently located, steps were taken to organize this indispensable adjunct, or rather auxiliary, to every well organized Normal School. Miss M. J. Titus, a teacher in the Owesgo Normal School, was elected Principal of the Training School. At the beginning of the second term she entered upon her duties. The pupils admitted to the Training School were mostly taken from the public schools of San José, and their number limited to forty.

The wants of the school require that at least two additional classes be established in the Training School, to enable all members of the Senior Class of the Normal School to work in the Training School. In order to make the pupils familiar with all grades that are to be found in the public schools, two other classes should be opened. These will serve the additional purpose of providing a proper place for the instruction of those pupils who are constantly coming to the Normal School, many of them from a distance, and who are not far enough advanced to be admitted into the regular classes.

For the present year the corps of teachers has been increased by two; next year it must be again increased by at least two.

The number and names of pupils in attendance during the year; the number and names of graduates of the school since its organization in eighteen hundred and sixty-two; the course of study; extracts from the rules adopted by the Trustees for the government of the school; the calendar for eighteen hundred and seventy-three and eighteen hundred and seventy-four, and the rules and regulations of the Board of Trustees, will be found in the catalogue hereto appended.

FINANCES.

The appropriation of twelve thousand dollars for the tenth school year (twenty-third fiscal year) was exhausted several months before the close of the year, and an indebtedness of two thousand seven hundred and twenty dollars and eighteen cents remained to be paid out of the appropriation for the next school year (twenty-fourth fiscal year). Of this indebtedness one thousand and eighty-three dollars and three cents was due for teachers' salaries, and one thousand six hundred and thirty-seven dollars and fifteen cents, for sundries. Of the latter sum, one thousand four hundred and thirty-four dollars were due for furniture purchased in the beginning of the year, and which should have been paid out of the Building Fund; but as the fund was exhausted before the presentation of the bill, its payment was left to the Building Commissioners, but on their refusal to pay it, the Board of Trustees saw itself compelled to pay it out of the appropriation for the support of the Normal School.

For the eleventh school year (twenty-fourth fiscal year), fifteen thousand dollars were appropriated and expended as follows:

FINANCIAL REPORT,

Eleventh School Year (Twenty-fourth Fiscal Year).

EXPENDITURES.

Salaries, due for the tenth school year.	\$1,083 03
Sundries due for the tenth school year.....	1,637 15
Salary of Dr. W. T. Lucky, eleventh school year.....	3,021 60
Salary of H. P. Carlton, eleventh school year.....	1,700 00
Salary of Chas. H. Allen, eleventh school year	1,800 00
Salary of Miss E. W. Houghton, eleventh school year.....	1,506 00
Salary of Mrs. Dorcas Clark, eleventh school year.....	1,125 00
Salary of Miss M. J. Titus, eleventh school year.....	739 00
Salary of Mrs. Mary Muller, Janitress, eleventh school year.	589 00
Stationery	258 40
Printing	278 00
Furniture and supplies	767 52
Incidentals.....	495 30
	<hr/>
	\$15,000 00

For the eleventh school year there is a deficit of seven hundred and forty-six dollars and forty cents for salaries, and nine hundred and ten dollars and seven cents for sundries; total, one thousand six hundred and fifty-seven dollars and seventeen cents. The probable expenditures for the next school year will be as follows:

Estimated expenditures for twelfth school year (twenty-fifth fiscal year).

Deficit for eleventh school year.....	\$1,657 17
Salary of Principal.....	3,250 00
Salary of Vice Principal.....	2,400 00
Salary of Preceptress.....	1,800 00
Salary of Assistant, Junior Class.....	1,500 00
Salary of Principal of training school.....	1,200 00
Salary of additional teachers, at least.....	1,800 00
Salary of Janitress.....	1,020 00
Furniture for additional classes in training school, etc.....	2,000 00
Supplies, such as fuel, etc.....	500 00
Stationery	300 00
Incidentals, including traveling expenses of Board of Trustees	1,000 00
	<hr/>
	\$18,427 17

This estimate of the expenditures for the twelfth school year is more than within the bounds of the actual expenditures required. As the appropriation is only fifteen thousand dollars, there will be at the end of the next school year a deficit of from three to four thousand dollars. The deficit for the thirteenth school year will be still larger, and to cover all accruing and to avoid future deficits, twenty thousand dollars per annum should be appropriated for the support of the Normal School.

At a joint meeting of this Board and the Board of Building Commissioners, exhibits were presented showing that an appropriation of twenty-five thousand dollars is needed to finish the Normal School building, and to liquidate the indebtedness outstanding against the Building Fund. Five thousand dollars will be required to fully furnish the building after its completion. Ten thousand dollars will be required for grading, draining, and ornamenting the Normal School grounds.

In conclusion, we beg permission to call your Excellency's attention to the appropriation of three thousand dollars, allowed by the last Legislature, for the purchasing of apparatus for the Normal School. Through some oversight the appropriation, though passed by both houses, was not enrolled, and failed to become a law. Still, the pressing need of apparatus has induced the Trustees to purchase some, in the hope that the present Legislature will ratify the action of the last Legislature.

Appended will be found the report of the Principal of the School, and the catalogue of the school for eighteen hundred and seventy-two and eighteen hundred and seventy-three.

HENRY N. BOLANDER,
Secretary.

ATTENDANCE.

Senior class.....	45
Junior class	115
Regular normal pupils.....	160
Number of teachers in the senior class.....	31
Number of teachers in the junior class.....	58
Total	89

Average time taught—two years. Thirty-six counties of California were represented, and fourteen were unrepresented.

GRADUATES.

First Class..... May, 1863.

Comstock, Bertha
Hart, Nellie

Fink, Augusta P.
Mails, Louisa.

Total, 4.

Second Class..... May, 1864.

Ashbrook, M. V.
Baldwin, Ellen S.
Beverly, Victoria
Carey, Susie D. L.
Cummings, Clara A.
Clayton, Julia
Day, Jennie O.
Grant, Ellen G.
Goldsmith, Mary
Jewett, Annie S.

Jewett, Lizzie B.
Krauth, Augusta M.
Kimball, Adrianna L.
Norton, Mary J.
Smith, Jennie
Scott, Minnie
Solomon, Eva
Wade, Margaret
Williams, Mary E.

Total, 19.

Third Class..... December, 1864.

Allyne, Lucinda
Broadbent, Elijah
Bradshaw, William R.
Davis, Sadie
Field, Carrie P.

Girvin, Minnie
Kennedy, Annie E.
McBride, Henry E.
Sawyer, Philena.

Total, 9.

Fourth Class..... June, 1865.

Campbell, Cornelia E.
Cameron, Augusta S.
Gibbons, Anna

Jordon, Maggie L.
Jourdan, Annie M.
Littlefield, Nellie A.

Morgan, Florence A.
 Menges, Caroline A.
 Mills, Sophronia
 Nichols, F. A. E.

Pershin, George S.
 Perkins, Mary
 Soule, Fanny
 Youngberg, Mary

Total, 14.

Fifth Class.....December, 1865.

Doud, Nettie
 Estabrook, Mary H.
 Frissell, Sarah A.
 Greer, Jennie E.
 Hall, Mary E.
 Kennedy, Joseph F.

Loutit, Alexander J.
 Megerle, Louis J.
 O'Connor, Maria
 Pascoe, Mary
 Williams, Sabrina A.

Total, 11.

Sixth Class.....June, 1866.

Carswell, Abbie
 Campbell, Amy E.
 Flint, Almira T.
 Garrison, Gazena A.
 Gummer, Lillie E.
 Humphrey, Erwin D.
 Holmes, Annie M.
 Morgan, Mary J.
 Morgan, Lizzie A.
 Miller, Sarah E.
 Metcalf, Mary F.

Moulthrop, Mary S.
 Olinger, Abner F.
 Piper, Frances B.
 Rogers, Arthur
 Simon, Frances
 Soule, Maria L.
 *Stephenson, Charlotte F.
 Trowbridge, Nelson S.
 White, Elizabeth
 White, Silas A.
 York, Elizabeth

Total, 22.

*Deceased.

Seventh Class.....June, 1867.

Ashley, Julia V.
 Anderson, Sarah E.
 Bevans, Maggie E.
 Bigsby, Emma
 Beers, Adrianna L.
 Chase, Carrie M.
 Childs, Charles W.
 Chapman, Mattie E.
 Clayton, Kate J.
 Clark, Mary P.
 Estabrook, Hattie J.
 Featherly, Henrietta
 Gaddis, Annie D.
 Germain, Clara
 Gray, Annie L.
 Hart, Mary T.

Heydenfeldt, Mary G.
 Harvey, Ella M.
 Kennedy, James G.
 Lewis, Cloelia M.
 Locke, Hattie B.
 Newell, Lizzie A.
 Owens, Nellie M.
 O'Brien, Kate
 Powell, Howell
 Roberts, Ella A.
 Smith, Flora C.
 Smith, Grace
 Shipley, John C.
 Wright, Ada E.
 Wooll, Hattie L.

Total, 31.

Eighth Class.....November, 1867.

Cocks, Roxa A.
Eames, R.
Howard, Maggie
Hunt, B. E.
Lawless, Martha

*McNaughton, C. D.
Perkins, Mary
Savage, Mary E.
Sears, Marion
Slater, Henrietta

Total, 10.

*Deceased.

Ninth Class.....May, 1868.

Ashbrook, Truman P.
Batchelder, Ella E.
Betancue, Lizzie C.
Bonnell, Lucy
Brown, Julia B.
Catheart, Annie
Cope, Lizzie
Crittenden, Lillian
Day, Frances A.
Field, Sarah
Hall, Anna
Hall, Sallie L.
Hammond, Josiah S.
Heney, Julia
Jacks, Fannie
Joice, Amelia
Jones, Edward W.
La Grange, Anna
Lawrey, Beatrice M.

Lawton, Susie S.
Lewis, Annie H.
Little, Mary
Magoon, William N.
Mason, Amelia L.
McCollam, Lizzie
McKean, Lottie
*McPherson, Hellen
Paine, Sumner T.
Palmer, Anna
Powell, David
Shelley, Troy
Smith, John A.
Smith, Mary
Staples, Elizabeth
Stokum, Marion
Stone, Mary E.
Treadway, Addie
Ward, Mary

Total, 38.

*Deceased.

Tenth Class.....1869.

Bell, Mary
Bryant, Annie
Buckman, Samuel F.
Campbell, Ruth G.
Curragh, John M.
Gould, Marietta J.
Grogan, Annie E.
Hayburn, Annie
Jones, Absalom T.
Lacey, Louisa
Lindberg, Emily U.
*Mackie, Clara A.
Mann, Jennie S.
McColgan, Kate F.
Millett, Clara B.

Northeutt, Cara A.
Parker, Olive G.
Pepper, Adella
Pratt, Mary E.
Robinet, Nellie
Smith, Maggie E.
Solomon, Esther
Stegman, Mattie H.
Stowe, Augusta M.
Thomas, Mary A.
Watson, Maggie H.
Weed, Alice
Whitmore, Ella L.
Wright, Mary A.

Total, 29.

*Deceased.

Eleventh Class.....1870.

Adams, Clara
 Allison, Arminta E.
 Bicknell, Bertha A.
 Boyle, Sarah J.
 Burrill, Mary A.
 Casey, Johanna T.
 Carruthers, Leonora
 Carothers, Isabella
 Clark, James E.
 Colby, Mary A.
 Eastman, Augusta R.
 Garland, Abbie A.
 Gibson, Annie A.
 Green, Katie
 Greer, Mary L.
 Graffelman, Loleta
 Haas, Annie
 Hardeman, Deborah W.
 Henderson, Mary J.
 Howe, Alvin J.
 Marvin, Adella
 Mathews, Mary
 McKean, Annie M.

Montgomery, Alberta S.
 Murphy, Isabella M.
 O'Leary, Katie R.
 Royce, Ruth
 Randall, Rosa
 Stackpole, George A.
 Savage, Nellie A.
 Shuey, Sarah J.
 Snow, Alice R.
 Sprott, Maggie
 Stone, Helen M.
 Stincen, Emma E.
 Stockton, Annie M.
 Sherman, Fannie A.
 Tillottson, Henry J.
 *Tillottson, Emma
 Turner, Cynthia
 Wemple, Emmett L.
 Wilson, Jessie E.
 Withrow, Marie
 Wetmore, Edith L.
 Yates, Jennie

Total, 45.

*Deceased.

Twelfth Class.....1871.

Bell, Nicholes Jane
 Benjamin, Julia I.
 Carran, Celina Rose
 Conmy, Ellen Alice
 Clark, Hattie G.
 Cottle, Mary Annetta
 Doyle, Mary Irene
 Fletcher, Annie Amelia
 Greer, Emily F.
 Hardy, George Henry
 King, Mary Ella

Moore, Matilda M. E.
 Maguire, Louisa
 Pelton, Malvina Chase
 Plank, Susanna Rebecca
 Russell, Ella Louisa
 Ruddock, John
 Sherman, Ella Imogene
 Sharp, James Meikle
 Sickal, Marcus Theo.
 Tyus, Mary Alabama

Total, 21.

Thirteenth Class.....1872.

Ashurst, Nellie
 Beal, Charles R.
 Dixon, Bessie
 Frisby, Phebe A.
 Fisk, Julia A.
 Hixon, George C.
 Hilton, Emily H.
 Kennedy, Thomas H.
 Markham, Chas H.

Phelps, Augusta M.
 Peckham, Martha J.
 Rixon, Chattie K.
 Stephens, Virginia P.
 Terry, Eulalia A.
 Wagenseller, Etta
 Wallace, Alma
 Wignall, Fannie

Total, 17.

Fourteenth Class.....1873.

Bruch, Louis
Cahill, Josephine
Carroll, Anna
Chipman, Lemuel J.
Foss, William F. F.
Goodcell, Henry, Jr.
Harris, Dora B.
Hendrix, Mary
Kratzer, Lella
Kelsoe, Luella

Merritt, Mary
Merritt, Isabel
Murdock, Ella H.
Martin, Julia
Roberts, Lizzie
Snow, Delia R.
Starr, Nellie
Taylor, Olivia L.
Tilton, Etta M.
Withington, Augusta S.

Total, 20.

Whole number of graduates.....291.

COURSE OF STUDY.

JUNIOR CLASS.

First Term—June 18th to October 24th.

Orthography, Reading, Penmanship, Drawing, Geography, Arithmetic, Grammar, and Word Analysis.

Second Term—November 5th to March 27th.

Algebra, United States History, Physiology, Grammar, and Composition.

SENIOR CLASS.

First Term—June 18th to October 24th.

Vocal Culture, Geometry, Natural Philosophy, Natural History, Chemistry, and Rhetoric.

Second Term—November 5th to March 27th.

Arithmetic, Physical Geography, Botany, Mental Philosophy, and English Literature.

General exercises during the entire course.

Vocal Music, Methods of Teaching, Composition, Declamation, School Law, and Constitution of the United States and of California.

EXTRACTS

From the Rules adopted by the Trustees for the government of the State Normal School.

DISCIPLINE.

"It shall be the duty of the teachers to maintain good discipline. Pupils will be expected to do, without compulsion, what is required, and to refrain from all improprieties of conduct. Those who are unwilling to conform cheerfully to the expressed wishes of their teachers will be presumed to be unfit to become teachers. Irregularity of attendance (without reasonable excuse), inattention to the rules and regulations of the school, or continued imperfection in recitations, will constitute sufficient cause for suspension by the Board of Instruction."

EXAMINATIONS.

"There shall be weekly, semi-annual, and annual examinations of all the pupils, written or oral, or written and oral, at the discretion of the Board of Instruction.

"At the semi-annual examination those members of the senior class whose scholarship, habits, and general characteristics do not give assurance that they will be able to obtain first grade certificates, at the end of the year, may receive, on examination upon questions prepared by the State Board of Examination, second or third grade certificates, entitling them to teach until the beginning of the next senior class, when they will be readmitted without further examination or recommendation.

"At the annual examination those juniors whose scholarship, habits, mental development, and general characteristics, give assurance that they can sustain themselves in the studies of the senior year, may be promoted; or, if deficient in scholarship only, they may be permitted to pass an additional examination at the beginning of the next year."

DIPLOMAS.

"The Normal School Trustees will grant diplomas to those who complete the entire course, and pass a satisfactory examination upon the same."

CONDITIONS OF ADMISSION.

Ladies must be sixteen years of age, and gentlemen seventeen, to enter the Junior Class. To enter the Senior Class they must be one year older. All applicants must present valid teachers' certificates. This will entitle them to enter the Junior Class without examination, provided they enter during the first month of the year. All who apply for admission into the Senior Class must pass a written examination upon all the studies of the Junior Class.

As the accommodations are ample, no limit is fixed to the number of representatives to which a county is entitled.

TO APPLICANTS.

Examine carefully the course of study, in order to decide what is the best time for you to enter. Many are disappointed on account of neglecting to do this. If you are in doubt, write to the Principal for information. Do not come to the school unless you know the advancement of the classes, and are satisfied of your ability to enter one of them.

Study the regulations for granting Normal School diplomas. Observe that mere scholarship is not sufficient to secure them. "Habits, mental development, and general characteristics" are even more important than scholastic attainments.

EXPENSES.

Tuition is free. Text books and books for reference will be supplied by the school.

Good boarding can be obtained at from five dollars to seven dollars per week. Rooms for self-boarding can be obtained at reasonable rates.

APPARATUS.

The Legislature has just appropriated three thousand dollars for the purchase of additional apparatus, and one thousand dollars for the purchase of reference books, maps, diagrams, etc.

CABINET AND MUSEUM.

Rooms have recently been fitted up to receive a cabinet of geological specimens and natural history. A fine collection of the minerals of the Eastern Coast has already been put up, as also a full set of specimens of the lead and zinc formations from the Mississippi Valley.

It is exceedingly desirable that a full collection be made of the minerals of the Pacific slope. We are so rich in mineral deposits that but little effort will be needed to furnish a fine representation in the Normal School. Donations for this purpose are solicited, from those who have been members of the school and others, and will be thankfully received and gratefully acknowledged.

TRAINING SCHOOL.

This important auxiliary of every thoroughly organized Normal School was reopened in November. The number of pupils was limited to forty. Almost double this number have applied for admission. A new class of forty will be formed in June, and another in November. These three classes will afford to the Normal pupils ample facilities for observing and for *practicing* the principles taught them in lectures on "Methods of Teaching."

APPLICATIONS FOR TEACHERS.

Many County Superintendents, Principals of Academies, and Trustees of District Schools, apply to us for teachers. Many teachers, not con-

ected with the Normal School, apply to us for situations. To accommodate all parties, we have established a "Teachers' Exchange." All applications will receive prompt attention. With your applications, send all necessary particulars. As no fee is charged, applicants must not subject us to unnecessary expense or trouble. We must not be held responsible for the teachings of those with whom we have no personal acquaintance.

NUMBER OF GRADUATES.

Two hundred and ninety-one ladies and gentlemen have graduated from the full course of the Normal School, and have taught successfully, occupying prominent positions on this coast. As an evidence of their success in their calling, the yearly demand for the Normal trained teachers is much greater than the supply. A hundred graduates of the Normal School, instead of twenty to forty, could annually find responsible and lucrative positions. Many who do not graduate attend a sufficient time to catch the Normal spirit and enthusiasm, and go hence much better prepared for their work.

CALENDAR FOR 1873-4.

1873. Wednesday, June 18th.....First term begins.

1873. Friday, October 24th.....First term ends.

(Fall vacation, one week.)

1873. Wednesday, November 25th.....Second term begins.

1874. Thursday, March 26.....Second term ends.

RULES AND REGULATIONS OF THE BOARD OF CALIFORNIA STATE NORMAL SCHOOL TRUSTEES.

ELECTION OF EXECUTIVE COMMITTEE.

The Board of Normal Trustees shall, at the annual meeting each year, elect, by ballot, three members to act as the Executive Committee of the Board.

REGULAR MEETINGS.

The Board shall hold its regular annual meeting during the last week of the last term of the school year, and the semi-annual meeting during the last week of the first term.

SPECIAL MEETINGS.

The Secretary shall call a special meeting at the written request of three members; but no meetings shall be called on shorter notice than five days; and no business shall be transacted at such meetings except that which is specified in the call.

QUORUM.

Four members shall constitute a quorum for the transaction of business.

ORDER OF BUSINESS.

The President shall take the chair at the hour appointed for the meeting of the Board; shall call the members to order; and, if a quorum be present, shall cause the minutes of the last meeting to be read. If a quorum be not present within thirty minutes past the regular hour for meeting, the Board shall stand adjourned. The order of business shall be as follows:

1. Reading of the minutes.
2. Communications and petitions.
3. Reports of Executive Committee.
4. Reports of Superintendent.
5. Reports of special committees.
6. Unfinished business.
7. New business.

YEAS AND NAYS.

The President shall, at the request of one member, take the sense of the Board by yeas and nays.

APPOINTMENT OF COMMITTEES.

All special committees shall be appointed by the President, unless otherwise ordered by the Board.

FOUR VOTES REQUIRED.

No measure or proposition shall be valid unless passed by four votes, except motions to adjourn, to postpone to a definite time, to reconsider, to commit, to lay on the table, the previous question, to amend, or to substitute.

EXCUSE FROM VOTING.

Every member shall give his vote, when a question is put, unless the Board for special reasons excuse him, which question shall be decided without debate. A motion to excuse can only be made before the Board divides, or before the call of the yeas and nays is commenced.

WRITTEN RESOLUTIONS.

All resolutions shall be submitted in writing, with the name of the writer; and any motion shall be submitted in writing if the President direct or any member request it.

RECORD OF COMMITTEE OF THE WHOLE.

Propositions made in Committee of the Whole, unless carried, shall not be entered on the journal.

YEAS AND NAYS.

All motions, resolutions, orders, and votes of the Board, requiring the disbursements of money, shall be taken by yeas and nays, and the vote registered.

All elections shall be by ballot when called for by any one member.

CUSHING'S MANUAL.

The Board shall be governed in its deliberations by the rules of Cushing's Manual, except as provided in these rules and regulations.

AMENDMENT OR REPEAL OF RULES.

The rules or regulations may be amended or repealed at any regular meeting of the Board, by an affirmative vote of four members, notice of the proposed amendment having been given in writing at a previous regular meeting.

CLARK COUNTY, MISSISSIPPI
All elections shall be held on the first Tuesday of the month of November, and the vote shall be taken by ballot and the vote registered.
All elections shall be held for any one year.

ARTICLE II
The Board of Supervisors shall be composed of five members, to be elected by the people of the county, and shall hold office for a term of four years, and shall be eligible for re-election.
The Board of Supervisors shall meet on the first Monday of January, and shall hold regular meetings on the first Monday of each month, and may hold special meetings at such times as they may deem proper.
The Board of Supervisors shall have the power to levy and collect taxes, and to borrow money, and to sell the lands and other property of the county, and to do all such other things as may be necessary or proper for the good government of the county.

This Institution, by its organization and purpose, is a part of the public school system of the State, and, as an educational establishment, properly receives mention in a report from the Department of Public Instruction.

The school is situated in a location favorable to health and to intellectual pursuits. The buildings are massive and commodious, while the efforts of instructors, and the apparatus and equipment for the peculiar needs of the deaf and dumb and the blind, are probably not surpassed in any similar school in the United States, and we have every reason to believe that the Institution is fulfilling its beneficent mission in a manner creditable to its management and to the State.

The number of pupils under instruction during the two years ending July thirty-first, is one hundred and twelve, classified as follows:

Deaf and dumb—males 39, females 28—total.....	67
Blind—males 29, females 16—total.....	45
Total, both classes	112

To instruct these pupils, six teachers, besides the Principal, have been employed—three in the deaf mute department and three in the department of the blind. The following list of classes, examined at the close of the last term, will give an idea of the curriculum of study:

	No. classes.
<i>Department of the deaf and dumb.</i>	
Elementary lessons.....	3
Course of instruction.....	2
Biblical studies.....	5
Language studies.....	2
Written arithmetic.....	5

All resolutions, motions, and the like, shall be taken by vote and the vote registered.
All elections shall be called for by any one member.

ARTICLE V

The Board shall be composed of five members, to be elected by the rules of Quaker discipline, and shall have the right to elect and discontinue members.

ARTICLE VI

The rules of the Board shall be subject to the approval of the members of the meeting of the Board, and shall be subject to the approval of the members of the regular meeting.

The Institution for the Deaf and Dumb and the Blind.

This Institution, by its organization and purpose, is a part of the public school system of the State, and, as an educational establishment, properly receives mention in a report from the Department of Public Instruction.

The school is situated in a location favorable to health and to intellectual pursuits. The buildings are massive and commodious, while the corps of instructors, and the apparatus and equipment for the peculiar needs of the deaf and dumb and the blind, are probably not surpassed in any similar school in the United States, and we have every reason to believe that the Institution is fulfilling its beneficent mission in a manner creditable to its management and to the State.

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<i>Department of the deaf and dumb.</i>	
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Course of instruction.....	2
Biblical studies.....	5
Language studies.....	2
Written arithmetic.....	5

LIST OF CLASSES EXAMINED—Continued.

	No. Classes.
Mental arithmetic.....	4
Writing	3
Geography	2
Physical geography.....	1
Chemistry.....	1
Natural philosophy.....	1
Algebra.....	1
Latin	1
Paley's Natural Theology.....	1
<i>Department of the blind.</i>	
Mental philosophy	1
Rhetoric	1
Political economy.....	1
Geometry	1
Algebra.....	1
Grammar.....	1
Physiology.....	1
Reading.....	1
Writing.....	1
History.....	3
Written arithmetic.....	4
Mental arithmetic.....	3
Geography	2
Spelling.....	2

The hours of recitation are from eight o'clock A. M. till one o'clock P. M. The afternoon hours, from three till five o'clock, are devoted to mechanical instruction. The trades taught are shoemaking and cabinet making to the deaf and dumb, and basket making to the blind.

The recent removal of the University to the site at Berkeley brings its sphere of usefulness within reach of the Institution. Already two deaf mutes have entered college—one in the scientific course, the other in a special course of chemistry and physics. It is believed that no congenital mute ever before entered a college to compete with students who could hear, and the progress of these young men will be watched with great interest.

Of late years, the subject of compulsory education of the deaf and dumb has received much attention. The objections which hold against a general statute, have little weight as applied to a class of the community who, without education, are not amenable to law. The frequent acts of violence committed by ignorant deaf mutes render legislation upon this subject a matter of public safety, to say nothing of humanity, and no time should be lost in framing a law which shall make it obligatory upon every parent of a deaf mute to send him to school for a term of not less than five years.

VII.—PRIVATE AND DENOMINATIONAL.

VII.—PRIVATE AND INTERNATIONAL

DENOMINATIONAL AND PRIVATE SCHOOLS.

ST. MARY'S COLLEGE.

This College is situated on the old Mission Road, about five miles from the City Hall. It is a brick building, in the old gothic style of architecture, sufficiently capacious to accommodate three hundred students. The institution is in charge of the Christian Brothers, a society whose sole occupation and aim is the education of youth.

The College was opened in July, eighteen hundred and sixty-three. The object of the institution is to impart a thorough education, combined with religious instruction. There are three distinct courses—the Scientific, the Classical, and the Mercantile—each affording every facility for acquiring a thorough knowledge of the subject.

Bro. Justin, President; Bro. Cieran, Vice President, and Professor of Mathematics and Natural Sciences; Bro. Sabinian, Treasurer; Bro. Genebern, Professor of Logic, Ethics, and History; Bro. Thomas, Professor of Metaphysics and Astronomy; Bro. Emilian Walter, Professor of Greek, Latin, and German; Bro. Julianus, Professor of Modern Languages; Bro. Gustavus, Principal of Commercial Department; L. Taaffe, A. M., Professor of English and Mathematics; Wm. J. Hyde, A. M., Professor of Latin and English Literature, and English Composition; Bro. Hilary, Prefect; Bro. Baptist, Assistant Prefect.

There are seven other gentlemen employed at teaching in the establishment.

The number of students in attendance is two hundred and twenty-five. The yearly expenses of a student, including board and tuition, is three hundred dollars. The number of graduates for the scholastic year eighteen hundred and seventy-two was two—one A. B. and one B. S. The number for eighteen hundred and seventy-three was six—one A. M., two A. B., and three B. S. In the Business Department, twenty-five young men received diplomas.

The library consists of two thousand five hundred volumes. The apparatus is valued at two thousand dollars. The buildings and fitting up with the late improvements, cost one hundred and twenty thousand dollars. The College farm, consisting of sixty acres, is valued at one hundred thousand dollars.

UNIVERSITY OF THE PACIFIC (METHODIST EPISCOPAL).

SANTA CLARA.

Incorporated, eighteen hundred and fifty-one. First collegiate class formed, eighteen hundred and fifty-four.

Rev. A. S. Gibbons, A. M., M. D., President and Professor of Intellectual and Moral Science.

Rev. J. N. Martin, A. M., Professor of Ancient Languages.

Rev. T. H. Sinex, D. D., Professor of Mathematics.

Rev. O. S. Frambes, A. M., Professor of Natural Sciences.

Henry Cutler, Professor of Instrumental Music.

Mrs. S. E. Frambes, M. S., Preceptress.

Mrs. Louise M. Curtis, Teacher of Ornamental Branches.

Mrs. M. A. Hamm, Teacher of Vocal Music.

Whole number of students:

Male	78
Female	58
Total	136

Cost of tuition per year, average, \$48.

Estimated yearly expenses, including board, \$295.

Number of graduates, present year, 6; whole number, 82.

Volumes in libraries, 2,000.

Value of apparatus, \$2,500.

Value of College grounds and buildings, \$40,000.

This institution was chartered, in August, eighteen hundred and fifty-one, as the California Wesleyan College, which name was afterwards changed, by Act of the Legislature, to that which it now bears. A school building was erected, in which was opened the Preparatory Department, in May, eighteen hundred and fifty-two, under the charge of Rev. E. Bannister, Principal. Near the close of the following year, another edifice was so far completed that the male students were transferred to it, and the Female Collegiate Institute was organized, with its special course of study, and continued in the original building.

In eighteen hundred and fifty-four the classes of the College proper were formed; and in eighteen hundred and fifty-eight, two young men, constituting the first class in the Classical Course, received the Degree of A. B., they being the first to receive that honor in California.

In eighteen hundred and sixty-nine the two departments were consolidated, and ladies and gentlemen were admitted to the same classes, to receive, on graduating, the same degrees.

In January, eighteen hundred and seventy-one, the school was removed to the new and commodious building erected on the College grounds, about half way between Santa Clara and San José, and near the Alameda road.

After many years of pecuniary embarrassments, the liabilities of the

institution are now provided for, and an endowment subscription, in notes and deeds secured, amounting to over forty thousand dollars. This subscription, so nobly begun by the Annual Conference of the M. E. Church, it is confidently expected, will soon be increased to an amount amply sufficient to meet the wants of the institution.

MILLS' SEMINARY.

SEMINARY PARK, BROOKLYN, ALAMEDA COUNTY.

Date of organization, eighteen hundred and seventy. Denomination or special object of school, unsectarian, but eminently Christian. Name of President and Dean of Faculty, Rev. C. T. Mills, D. D. Number of professors and instructors, twenty-two—ladies and gentlemen. Whole number of students in attendance during the year, female, two hundred and seventy. Estimated yearly expenses of student, including board, three hundred and fifty dollars. Number of graduates, thirty-five. Number of volumes of library, one thousand five hundred. Value of apparatus, eight hundred dollars. Value of college grounds and buildings, one hundred and fifty thousand dollars.

SACRED HEART PRESENTATION CONVENT.

CORNER TAYLOR AND ELLIS STREETS, SAN FRANCISCO.

Date of organization, June, eighteen hundred and sixty-nine. Denomination or special object of school, free. Name of President and Dean of Faculty, Mary Teresa Comerford, Superioress. Number of professors and instructors, twenty-four. Whole number of students in attendance during the year, female, eight hundred. Tuition free. Number of volumes of library, three hundred.

ST. VINCENT'S COLLEGE.

LOS ANGELES, CAL.

This institution was organized in the year eighteen hundred and sixty-seven, and chartered in eighteen hundred and sixty-nine. It is a Catholic institution, conducted by priests of the congregation of the Mission, and devoted to the moral and intellectual training of youth. The Faculty numbers four professors, who, to the duties of the class-

room, add a constant supervision over the pupils during the hours of study.

The cost of tuition and board for ten months is two hundred and fifty dollars; washing (if done at the College), thirty dollars; day students, according to grade, thirty dollars and fifty dollars; books and stationery at current rates; music forms an extra charge. Number of students during the year, sixty.

The scholastic year is divided into two sessions, ending, respectively, January sixteenth and June sixteenth. Parents and guardians are furnished with reports, carefully prepared, from semi-annual examinations.

The city assessment this year rates the buildings and grounds at seven thousand five hundred and twenty dollars. The College is beautifully located, and offers many advantages for the acquisition of a classical or a commercial education.

PACIFIC METHODIST COLLEGE.

SANTA ROSA, CALIFORNIA.

Date of organization, eighteen hundred and sixty-two. Denomination or special object of school, Methodist Church South. Name of President and Dean of Faculty, A. L. Fitzgerald. Number and classification of professors and instructors: six professors and four instructors. Whole number of students in attendance during the year: male, one hundred and thirty-one; female, one hundred and twenty-nine; total, two hundred and sixty. Cost of tuition per year, sixty dollars. Estimated yearly expenses of student, including board, two hundred and seventy-five dollars. Number of graduates for past year, one; since organization, (34) thirty-four. Number of volumes of library, five hundred. Value of apparatus, three hundred dollars. Value of college grounds and buildings, thirty thousand dollars. An era of marked prosperity began with the reorganization of the College in eighteen hundred and seventy. The number of students for this, the middle of first term eighteen hundred and seventy-three and seventy-four, is (205) two hundred and five.

STATE PRISON SCHOOL.

SAN QUENTIN, MARIN COUNTY, CALIFORNIA.

Organized in eighteen hundred and sixty-nine. Its object is the reform of prisoners. M. Smith is the present instructor, assisted by a corps of twenty or thirty teachers. The weekly attendance is about two hundred. The library connected with this school is valued at thirty-five hundred dollars. Considering the unfavorable circumstances of the system of contract, want of room, light, etc., the progress of the school is encouraging—there being a marked improvement in many of those who attend. The branches taught are English, French, Spanish, arithmetic, geography, algebra, and geometry.

CALIFORNIA MILITARY ACADEMY.

OAKLAND, CALIFORNIA.

Date of organization, January ninth, eighteen hundred and sixty-five. Denomination or special object of school—undenominational—academic course for male students. Name of President, David McClure. Number of professors and instructors, nine. Whole number of students in attendance during the year: male, one hundred and seventy-six. Estimated yearly expenses of students, including board, three hundred and fifty-four dollars for English course. Number of graduates, fifteen. Number of volumes of library, about one thousand five hundred. Apparatus, mostly lost in fire. Value of College grounds and buildings, seventy-five thousand dollars.

CHRISTIAN COLLEGE OF CALIFORNIA.

SANTA ROSA, CALIFORNIA.

Date of organization, September twenty-third, eighteen hundred and seventy-two. Denomination or special object of school, the usual literary exercises, with a Bible Department for those who may wish it. Name of President and Dean of Faculty, Alexander Johnston. Whole number of students in attendance during the year, male, one hundred and thirty-one. Estimated yearly expenses of student, including board, about two hundred and seventy-five dollars. Number of graduates, two. Value of college grounds and buildings, about thirty-five thousand to forty thousand dollars.

CALIFORNIA COLLEGE.

VACAVILLE, SOLANO COUNTY, CALIFORNIA.

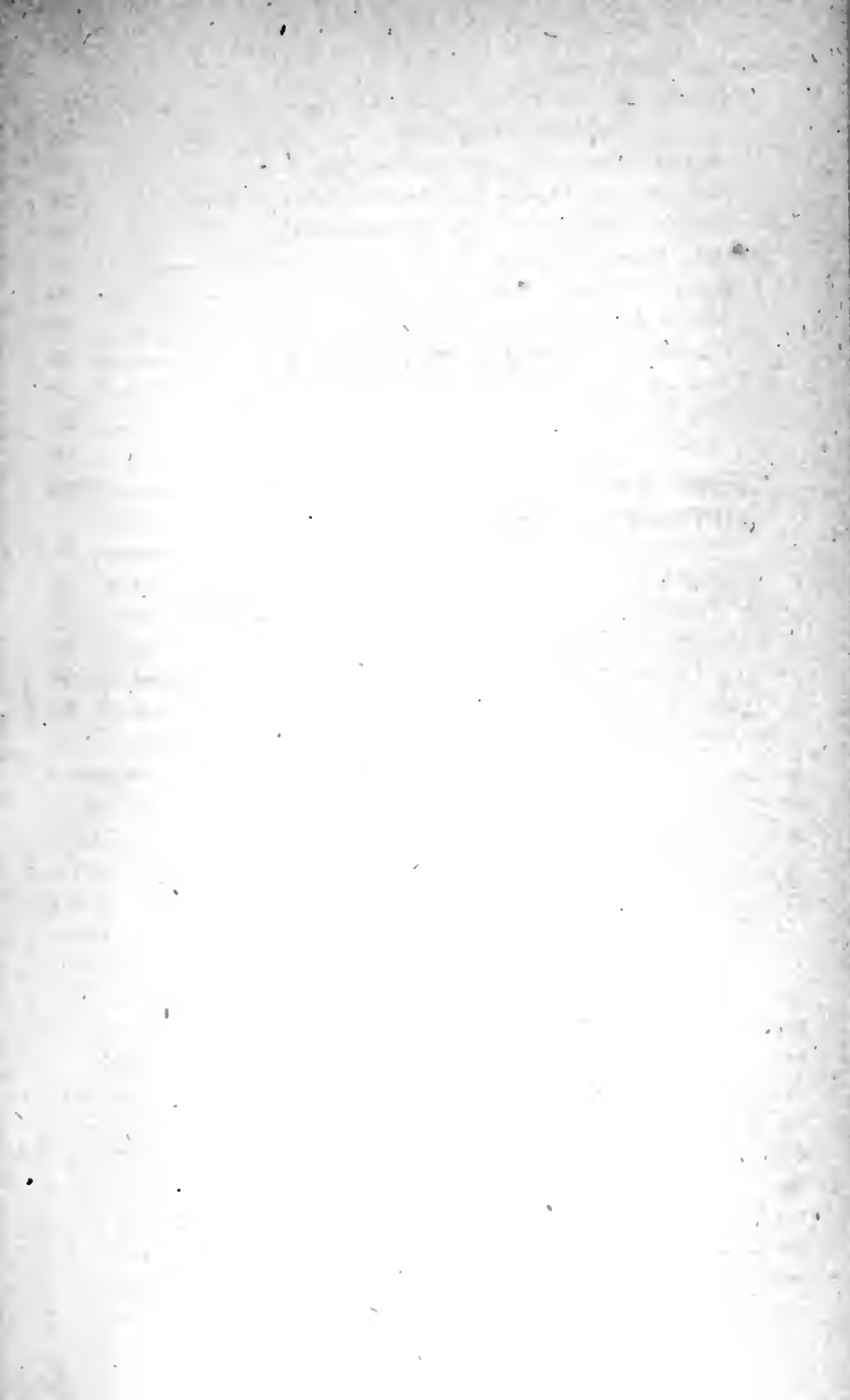
Organized January first, eighteen hundred and seventy-one. Denomination, Baptist. Designed for both collegiate and theological instruction. Number of teachers, four. Number of students, about one hundred. Name of President, A. S. Worrell. Name of Dean of Faculty, Lafayette Lillard. Tuition, fifty to sixty dollars per annum. Expenses, per annum, about three hundred dollars, including all charges. No graduates. Volumes, about fifteen hundred. Apparatus not yet complete. Value of College grounds, buildings, etc., twenty-five thousand dollars. The institution is in a very prosperous condition.

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REPORT

OF THE

ATTORNEY GENERAL

FOR

THE YEARS 1872 AND 1873.

T. A. SPRINGER.....STATE PRINTER.

REPORT.

OFFICE OF THE ATTORNEY GENERAL
OF THE STATE OF CALIFORNIA. }

To His Excellency,
NEWTON BOOTH,
Governor:

SIR: In accordance with the statute, I have the honor to submit to your Excellency the following biennial report of the conduct and affairs of my office for the two years ending September thirtieth, eighteen hundred and seventy-three.

LITIGATION.

The litigation of the State is in a most prosperous condition. The criminal calendar has decreased at each term of the Supreme Court ever since your administration commenced. At the July term, eighteen hundred and seventy-two, there were eighteen criminal cases on the calendar; at the October term, eighteen hundred and seventy-two, there were seventeen; at the last, there were ten. The decrease has been gradual but positive. This showing speaks well for the District Attorneys and Judges of District and County Courts who have tried the cases.

Of capital cases, there have been nineteen; of these, the judgments in eighteen cases were affirmed by the Supreme Court; the nineteenth is now pending in the Court below on a new trial.

LAWS.

The adoption of the Codes, and the amendments to be suggested to the Legislature by such distinguished lawyers as Justice Field, of the Supreme Court of the United States, ex-Justice Temple, of our Supreme Court, and the Honorable John W. Dwinelle, appointed by you for the purpose, relieve me of the necessity of reporting many laws which, in my estimation, ought to be passed. One though, which has been repealed, and may escape the notice of your Commission—a law in regard to carrying concealed weapons, making it an offense so to do—merits consideration.

From my experience with the criminal business of the State, I know that the license to carry concealed arms leads to bloodshed and murder

and seldom to self-protection. A Government which tolerates the carrying of concealed weapons is weak—a community which countenances it is vicious.

REPRESENTATION.

I earnestly, and with all the force that my recommendation possesses, ask you to call the attention of the Legislature to the principle of minority representation. I believe it to be the keystone of republican institutions; it will hold the Government together, however high you build it, however numerous its citizens become. I do not counsel its adoption all at once as to every department of the body politic, although it has never been tried and abandoned by any constituency who have taken it up, as is instanced in England, on the continent, and in America.

It will do more to correct the evil of aggregated capital—of monopoly power, that so much disturbs the people now—than any one instrumentality I can think of. I suggest that its principles first be applied to corporations in the election of Directors. Under its influence, by its terms, unprincipled men would be unable to manage any of our moneyed corporations in a selfish interest; each stockholder would have a voice instead of that bane of development to the resources of our coast, “the controlling interest” having everything. Minority representation applied to corporate bodies means the impossibility of successfully operating a Credit Mobilier or a Contract and Finance Company in the interest of a few at the expense of the many.

CONSTITUTIONAL AMENDMENTS.

I think I but repeat the wishes of a majority of our citizens when I ask you to impress upon the incoming Legislature the importance of a radical change in our organic law. Our State has outgrown the usefulness of the one we have. We want a new Constitution. Many things demand it. The revenue must have it. This will take time to accomplish; for I believe the Constitution can only be remodeled in two ways: First, the one pointed out by the Constitution as it is; and, second, by revolution.

This is in accord with the greatest living constitutional writer on this continent. I am guided by his views. The only one of the many things which I purpose to refer to in support of an amended or a new Constitution is the revenue. The process of collection is too cumbersome and too slow. It ought to be simple, immediate, and certain. The right of the State to its taxes must be made paramount to every private or individual interest that does not encroach upon the liberty of the citizen. The evils of our present system are apparent to every thinking, honest man, who has anything to do with public affairs. The remedy must be left with the Legislature. At the risk of trespassing, I suggest: First, that the laws in regard to the State Board of Equalization be amended as to conform to the opinion of Chief Justice Wallace, in *Doe v Austin*, October Term, eighteen hundred and seventy-three. If the Board, as now organized, is not unconstitutional, it is constitutional by so slim a tenure that the next Justice who comes to the bench may bring with him its downfall. I believe in taxing solvent debts. I believe in taxing the money of capitalists, of banks and bankers, and making the men who get the profit pay the tax. I believe this can be done under our Constitution as it is now; but, for assurance sake, and to expedite col-

lections, it ought to be so incorporated into a Constitution that there would be no escape from it; for so far as taxation by State right is concerned over its citizens and their property, all that is of the State Constitution will be constitutional under the State and the United States.

REPORTS OF OFFICIALS.

The docket kept in my office, a transcript of which is herewith published, shows an abstract of what has been done in each case to which the State is a party. The law requires its publication in connection with my report. It is a useless expenditure, as the record is always open to everybody, both in my office and that of the Clerk of the Supreme Court. It is the only "catch-penny" in the law office of the State, and should be discontinued. Many of the reports of State officials contain matter that they are obliged to publish under the law, which are wholly useless.

These provisions were passed in the interest of former State Printers. A revision of the law as to what must be reported would be advisable. There can be no utility in a "fat matter" report, nor in their suppression can there be any evil, because officers will only report what they choose, and your Excellency always has the power to compel a specific report at all times. It is proper to print and publish a summary of the affairs of State, but the wholesale publication of all the detail of each office serves but two purposes, one is to expend money, the other to make reports so cumbersome that no one reads them.

TAX LITIGATION.

The most vexatious litigation of the State has been in regard to the collection of taxes. The Central Pacific Railroad has resisted the payment of taxes with all its might. The Placer County case, which was by that corporation carried to the Supreme Court of the United States upon a writ of error to our Supreme Court, having been argued and submitted for judgment, was, after a lapse of months, dismissed by the Railroad Company and the money paid into the Treasury. The ground upon which this refusal to pay the tax levied was founded, was, that the railroad was an instrumentality of the Federal Government, organized by it for the purpose of carrying out certain constitutional powers vested in Congress; that it was a military and post road of the United States, and; therefore, not taxable by State authority. This case was discontinued and the tax paid; but immediately thereafter another suit was commenced in the Circuit Court of the United States for California, enjoining the collection of taxes on the railroad in the Counties of Santa Clara, Alameda, San Joaquin, Sacramento, Placer, and Nevada, on the same grounds.

These taxes, which are unpaid, and are litigated by the Central Pacific Railroad Company, are as follows:

Counties.	Amount.
Santa Clara.....	\$715 68
Alameda.....	3,600 00
San Joaquin.....	6,862 50
Sacramento.....	5,248 00
Placer.....	31,134 37
Nevada.....	5,808 00
Total.....	\$53,368 55

This case is now pending and undetermined in the Circuit Court on a motion to dissolve the injunction. The Supreme Court of the United States has once decided the questions involved in favor of the State. I refer to the case of *Thompson v. Pacific Railroad Company*, 9 Wallace, p. 579. I have no doubt as to the ultimate result of this litigation, that the railroad will have to pay its share of the public burden, and believe the payment of taxes is mainly litigated for delay and to postpone the payment of the public dues.

DISBURSEMENTS.

The disbursements in this office for costs and expenses of suits, where the State is a party, have been remarkably low.

The following is the amount expended in each fiscal year, the vouchers for which are on file with the Controller:

Twenty-third fiscal year, December 4th, 1871, to June 29th, 1872.....	\$342 80
Twenty-fourth fiscal year.....	2,081 05
Twenty-fifth fiscal year, to date.....	214 13

I respectfully submit this, my report, and remain your Excellency's obedient servant,

JOHN. L. LOVE,
Attorney General, California.

TRANSCRIPT OF DOCKET.

COPY OF ATTORNEY

For the years eighteen hundred and seventy-

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or eriminal.	Mode of prosecution and nature of demand or crime.
In The People upon the relation of J. M. McKinney, v. S. F. Chase.	In the District Court, County of San Joaquin.	Civil Court.	By writ quo warranto.
The People, etc., Respondents, v. P. Valencia, et al., Appellants.	In District Court, County of Solano.	Criminal action—felony.	By indictment—Murder.
The People, etc., Respondents, v. John W. Tackett, Appellant.	County Court, Sonoma County.	Criminal action—Felony.	By indictment—Burglary.
The People, etc., Respondents, v. Thomas Woods, Appellant.	County Court, Sonoma County.	Criminal action—Felony. *	By indictment—Arson.

GENERAL'S DOCKET.

two and eighteen hundred and seventy-three.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Nov. 23, 1871—Petition filed in the office of Attorney General to use the name of the State. Nov. 29—Leave granted. Dec. 9, 1871—Petition of Chase filed and former order revoked without prejudice.			
April 18, 1871—Indictment found. Sept. 23, 1871—Verdict of murder in the first degree. Sept. 28, 1871—Sentenced to be hanged.	Nov. 18, 1871—Transcript filed. Nov. 21, 1871—Supersedeas issued. Jan. 6, 1872—Appellant's points filed. Jan. 22, 1872—Appellant's brief filed. Feb. 2, 1872—Respondents' brief filed. Feb. 26, 1872—Appellants' brief in reply filed. April 23, 1873—Judgment reversed and new trial ordered.	May 20, 1872—Remittitur issued.	The defendant, Pancho Valencia, was executed by the Sheriff of Solano County, Jan. 30, 1873. The defendant was tried a second time and found guilty; certificate of probable cause was denied.
Oct. 4, 1871—Indictment found. Oct. 6, 1871—Demurrer filed and sustained. Oct. 14, 1871—Notice of appeal filed.	Dec. 4, 1871—Transcript filed. Jan. 2, 1872—Appellant's brief filed. Jan. 23—Judgment affirmed.	Feb. 19, 1872—Remittitur issued.	
Oct. 4, 1871—Indictment found. Nov. 2, 1871—Verdict of guilty. Nov. 13, 1871—New trial granted. Nov. 17—Notice of appeal filed.	Dec. 4, 1871—Transcript filed. Jan. 9, 1872—Submitted. Jan. 12, 1872—Order affirmed.	Feb. 7, 1872—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
In the matter of The People on the relation of William C. Forde, v. Jos. W. Mather.	District Court, City and County of San Francisco.	Civil action.	By writ quo warranto.
The People, etc., Respondents, v. Matthew Rychar, John N. Utter, and E. A. Beardsley, Appellants.	Seventh District Court, Solano County.	Civil action.	By complaint—Suit on bail bond; amount \$2,500.
The People, etc., Respondents, v. Thomas M. Long, Appellant.	County Court, Plumas County.	Criminal action—Felony.	By indictment—Burglary.
The People, etc., v. E. W. Morse and Certain Real Estate.	Seventeenth District Court, San Diego County.	Civil action.	By complaint—Delinquent tax suit; demand, \$342 27.
The People, etc., by Jo Hamilton, Attorney General, ex rel. A. P. Overton, v. W. B. Atterbury and John Spriggs.	Fourth Dist. Court, City and County of San Francisco.	Civil action.	By complaint for an escheated estate; demand, \$6,049 95.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Dec. 18, 1871—Petition for leave to use the name of the People filed in the office of Attorney General. Dec. 22, 1872—Answer of defendant filed and petition of relator denied.			
Feb. 6, 1871—Complaint filed. May 13, 1871—Demurrer filed. May 15, 1871—Order overruling demurrer entered. May 15, 1871—Judgment for plaintiff.	Dec. 14, 1871—Transcript filed. Jan. 6, 1872—Appellants' points filed. May 18, 1872—Judgment reversed and cause remanded.	June 13, 1872—Remittitur issued.	
Nov. 17, 1871—Indictment filed. Nov. 27, 1871—Verdict of guilty. Dec. 13, 1871—Sentenced to State Prison for one year.	Dec. 19, 1871—Transcript filed. Jan. 8, 1872—Appellant's brief filed and judgment reversed. Jan. 25, 1872—Petition for rehearing filed; rehearing granted. May 14, 1872—Judgment affirmed.	June 10, 1872—Remittitur issued.	
March 13, 1871—Complaint filed. Oct. 17, 1871—Answer filed. Oct. 24, 1871—Judgment for plaintiffs for \$209 04 and costs entered. Nov. 1, 1871—Notice of appeal filed.	Nov. 15, 1871—Transcript filed. Nov. 24, 1871—Appellant's brief filed. Dec. 27, 1871—Respondent's brief filed. Feb. 6, 1872—Appellant's reply brief filed. May 17, 1872—Judgment reversed and new trial granted.	June 11, 1872—Remittitur issued.	
May 17, 1869—Complaint filed. Aug. 16, 1869—Answer filed. March 6, 1871—Judgment entered. Dec. 14, 1871—Notice of appeal filed.	Jan. 5, 1872—Transcript filed. Jan. 5, 1872—Appellants' brief filed. Jan. 24, 1872—Respondents' brief filed. Feb. 24, 1872—Brief of C. T. Botts, Esq., for respondent, filed. Oct. 17, 1872—Appeal dismissed.		This appeal was dismissed by consent, the parties having settled the dispute.

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., at the relation of William Alvord, v. Andr'w J. Pope and William Talbot.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., at the relation of William Alvord, v. W. J. Adams et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Paul Rousset.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., ex rel. William Alvord, v. C. L. Dingley.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Otis J. Preston et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Timothy Ellsworth.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Charles Hanson et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint — To abate a nuisance.

GENERAL'S DOCKET—Continued.

[illegible]

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., en rel. William Alvord, v. Henry Dutton, Jr., et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. George H. Meigs et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Zimri B. Haywood et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Nicholas Richard.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. Jules Fricot et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. G. F. Behring et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. William Alvord, v. S. L. Mastick et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.

GENERAL'S DOCKET—Continued.

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., ex rel. William Alvord, v. William Renton et al.	Fifteenth District Court, City and County of San Francisco.	Civil action.	By complaint—To abate a nuisance.
The People, etc., ex rel. Coleman, v. The San Rafael Turnpike Road Company.	Seventh Dist. Court, Marin County.	Civil action.	By writ quo warranto for the forfeiture of a road franchise.
The People, etc., Respondents, v. John Glynn and James Wilson.	County Court, Nevada County.	Criminal action—Felony.	By indictment—Burglary.
The People, etc., upon the relation of the City of Stockton and County of San Joaquin, v. The Stockton and Visalia Railroad Company.	Fifth District Court, San Joaquin County.	Civil proceeding.	By writ quo warranto.
The People, etc., Respondents, v. John McLaughlin, Appellant.	County Court, Alameda County.	Criminal action—Felony.	By indictment—Assault with intent to commit murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Feb. —, 1872—Relator Coleman granted leave to sue in the name of the People.			
Nov. 10, 1871—Indictment filed. Feb. 14, 1872—Verdict of guilty. Feb. 24, 1872—Sentence, two years in State Prison. Feb. 26, 1872—Notice of appeal filed.	March 4, 1872—Transcript filed. May 14, 1872—Judgment affirmed.	June 10, 1872—Remittitur issued.	
Jan. 16, 1872—Leave granted relator to sue in name of the People.			
Jan. 6, 1872—Indictment filed. Jan. 24, 1872—Verdict of guilty. Feb. 3, 1872—Sentence, two years in State Prison. Feb. 3, 1872—Notice of appeal filed.	March 5, 1872—Transcript filed. May 7—Argued and submitted. May 8—Judgment affirmed from the bench.	June 4, 1872—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime. —
The People, etc. Respondents, v. J. M. Moreno, Appellant.	County Court, Santa Clara County.	Criminal action— Felony.	By indictment—Rape.
The People, etc., Appellants, v. Ceresa Keane, Respondent.	County Court, Santa Clara County.	Criminal action— Felony.	By indictment—Grand larceny.
The People, etc., Respondents, v. Rafael Videl and Nicholas Smith, Appellants.	County Court, Santa Clara County.	Criminal action— Felony.	By indictment—Grand larceny.
The People, etc., Respondents, v. William Donovan, Appellant.	Fifteenth District Court, City and County of San Francisco.	Criminal action— Felony.	By indictment—Murder.
The People, etc., Respondents, v. Rafael Barteras, Appellant.	Eighteenth District Court, San Bernardino County.	Criminal action — Felony.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Aug. 25, 1871—Indictment filed. Dec. 8, 1871—Verdict of guilty. Sentence, five years in State Prison. Dec. 18, 1871—Notice of appeal filed.	Jan. 2, 1872—Transcript filed. Jan. 9—Judgment reversed.	May 6, 1872—Remittitur issued.	
Nov. 23, 1871—Indictment found. Nov. 28, 1871—Verdict of guilty. Dec. 5, 1871—New trial granted. Dec. 5, 1871—Order granting new trial vacated. Dec. 5, 1871—Notice of appeal by the People filed.	Jan. 9, 1872—Transcript filed. May 7, 1872—Order granting new trial reversed.	June 3, 1872—Remittitur issued.	
Nov. 23, 1871—Indictment found. Dec. 7, 1871—Verdict of guilty. Dec. 14, 1871—Sentence, five years in State Prison. Dec. 20, 1871—Notice of appeal filed.	Jan. 9, 1872—Transcript filed. April 11, 1872—Judgment affirmed.	May 7, 1872—Remittitur issued.	
Nov. 14, 1870—Indictment found. Dec. 19, 1871—Verdict, murder in the first degree. Dec. 23, 1871—Sentenced to be hanged Feb. 16, 1872. Jan. 20, 1872—Notice of appeal.	Jan. 26, 1872—Supersedeas issued. Feb. 1, 1872—Transcript filed. June 27, 1872—Judgment affirmed.	July 23, 1872—Remittitur issued.	This is the second appeal in this case.
Aug. 23, 1871—Indictment found. Jan. 12, 1872—Verdict, murder in the first degree. Jan. 15, 1872—Sentence, hanging, March 8, 1872. Jan. 29, 1872—Notice of appeal filed.	Feb. 15, 1872—Transcript filed. June 27, 1872—Judgment affirmed.	July 15, 1872—Supersedeas issued. July 23, 1872—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Michael Rice and Miles Gibbons, Appellants.	County Court, Santa Cruz County.	Criminal action — Felony.	By indictment—Grand larceny.
The People, etc., Appellants, v. Matthew Harrington, Respondent.	Twelfth Dist. Court, City and County of San Francisco.	Criminal action — Felony.	By indictment—Man-slaughter.
The People, etc., Appellants, v. Ah Kim, Respondent.	Municipal Criminal Court of the City and County of San Francisco.	Criminal action — Felony.	By indictment—Perjury.
The People, etc., Respondents, v. Geo. C. Brotherton and Lewis Brotherton, Appellants.	Municipal Criminal Court of the City and County of San Francisco.	Criminal action — Felony.	By indictment — Forgery.
The People, etc., Appellants, v. George Conboie, Respondent.	County Court, Sacramento County.	Criminal action — Felony.	By indictment — Perjury.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
July 7, 1871—Indictment found. Sept. 14, 1871—Verdict of guilty against Gibbons. Sept. 22—Sentence, two years in State Prison. Jan. 3, 1872—Notice of appeal filed.	March 21, 1872—Transcript filed. April 17, 1872—Judgm't reversed.	May 13, 1872—Remittitur issued.	
Nov. 21, 1871—Indictment found. March 9, 1872—Defendant acquitted and discharged. March 15, 1872—Notice of appeal by the People filed.	March 23, 1872—Transcript filed. Dec. 3, 1872—Judgment affirmed.	Dec. 30, 1872—Remittitur issued.	
Jan. 3, 1872—Indictment filed. Feb. 7, 1872—Verdict of guilty. Feb. 19, 1872—New trial granted. March 8, 1872—Notice of appeal by the People filed.	March 23, 1872—Transcript filed. Oct. 22, 1872—Appeal dismissed.	Nov. 18, 1872—Remittitur issued.	
July 27, 1870—Indictment filed. Sept. 19, 1870—Verdict of guilty. Sept. 24, 1870—Sentence, fourteen years each in State Prison. Sept. 7, 1871—Notice of appeal filed.	April 1, 1872—Transcript filed. June 27, 1872—Judgment reversed and new trial granted.	July 23, 1872—Remittitur issued.	
Jan. 29, 1872—Indictment found. Feb. 13, 1872—Demurrer to indictment sustained. Feb. 21, 1872—Notice of appeal by the People filed.	April 1, 1872—Transcript filed. April 11, 1872—Appeal dismissed.	May 6, 1872—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. B. C. De Bernal and certain Real Estate.	Third District Court, Monterey County.	Civil action—Tax suit.	By complaint to recover \$589 91. taxes on undivided one half of Alisal Rancho, in Monterey County.

In the matter of the application of Patrick Murray for a writ of habeas corpus.	In Supreme Court.	Criminal proceeding.	Petition for a writ of habeas corpus.
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In the matter of the application of James Delaney for a writ of habeas corpus.	In Supreme Court.	Criminal proceeding.	Petition for a writ of habeas corpus.
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The People, etc., Respondents, v. John Devine (alias The Chicken), Appellant.	Twelfth District Court, City and County of San Francisco.	Criminal action— Felony.	By Indictment—Murder.
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The People, etc., Respondents, v. James Bushton, Appellant.	Third District Court, Monterey County.	Criminal action— Felony.	By indictment—Murder.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
March 7, 1870 —Complaint filed. Oct. 8, 1871 —Judgment entered against personal defendant and real estate for \$589 91 and \$116 84 costs. Oct. 6, 1871 —Notice of appeal filed.	Jan. 2, 1872 —Transcript filed. May 14, 1872 —Judgment reversed.	June 10, 1872 —Remittitur issued.	
	April 9, 1872—Petition filed and writ issued. April 23, 1872—Application denied and prisoner remanded.		
	April 9, 1872—Petition filed and writ issued. April 23, 1872—Writ discharged and prisoner remanded.		
Dec. 30, 1871—Indictment filed. Feb. 28, 1872—Verdict, murder in the first degree. March 6, 1872—Sentenced to suffer death. March 7, 1872—Notice of appeal filed.	June 29, 1872—Transcript filed. Oct. 22, 1872—Judgment reversed and new trial ordered.	Remittitur issued.	
Sept. 21, 1871—Indictment filed. March 23, 1872—Verdict, guilty of murder in the first degree. March 26—Sentence, death. April 22, 1872—Notice of appeal filed.	April 27, 1872—Transcript filed. June 14, 1872—Appeal dismissed on commutation of sentence to imprisonment for life.	April 29, 1872—Supersedeas issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or eriminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Wilbar F. Dougherty, Appellant.	Tenth District Court, Yuba County.	Criminal action— Felony.	By indictment—Murder.
The People, etc., Respondents, v. Tomas Rodondo, Appellant.	County Court, Alameda County.	Criminal action— Felony.	By indictment—Grand larceny.
The People, etc., Respondents, v. John McGuire, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action— Felony.	By indictment—Assault to commit murder.
The People, etc., v. Hager et al.	Sixth District Court, Yolo County.	Civil action—For collection of delinquent taxes.	By complaint—Demand, \$585 60.
The People, etc., Respondents, v. William Parks, Appellant.	County Court, Yolo County.	Criminal action— Felony.	By indictment—Robbery.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Jan. 6, 1871—Indictment filed. Jan. 29, 1872—Verdict, guilty of manslaughter. Feb. 10, 1872—Sentence, seven years in State Prison. Feb. 10, 1872—Notice of appeal filed.	May 13, 1872—Transcript filed. Dec. 10, 1872—Judgment affirmed.	Jan. 6, 1873—Remittitur issued.	
July 10, 1871—Indictment filed. April 25, 1872—Verdict, guilty. May 8, 1872—Notice of appeal filed.	May 23, 1872—Transcript filed. Oct. 22, 1872—Judgment affirmed.	Nov. 18, 1872—Remittitur issued.	
May 3, 1872—Indictment filed. May 15, 1872—Verdict, guilty. May 17, 1872—Sentence, two years in State Prison. May 21, 1872—Notice of appeal filed.	May 27, 1872—Transcript filed. May 27, 1872—Respondents' brief filed. Dec. 3, 1872—Judgment reversed and cause remanded.	Dec. 30, 1872—Remittitur issued.	
March 21, 1871—Complaint filed. June 22, 1871—Answer filed. Jan. 16, 1872—Judgment rendered for defendants. March 7, 1872—Notice of appeal filed.	May 13, 1872—Transcript filed. May 13, 1872—Appellants' points filed.		
Jan. 3, 1872—Indictment filed. April 4, 1872—Verdict, guilty. April 8, 1872—Sentence, State Prison, two years. April 15, 1872—Notice of appeal filed.	April 20, 1872—Transcript filed. Sept. 14, 1872—Judgment reversed.	Sept. 14, 1872—Remittitur issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. A. J. Fenwick, Appellant.	Eighteenth District Court, San Diego County.	Criminal action—Felony.	By indictment—Murder.
The People, etc., Respondents, v. Gordon Congleton, Appellant.	County Court, Humboldt County.	Criminal action—Felony.	By indictment—Assault to commit murder.
The People, etc., Respondents, v. Prospero, an Indian, Appellant.	Seventeenth District Court, San Bernardino County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. James Haun, Appellant.	Third Dist. Court, Santa Clara County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. James Edwards, Appellant.	Tenth Dist. Court, Yuba County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

State of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Nov. 7, 1871—Indictment filed. May 6, 1872—Verdict, guilty of murder in the first degree. May 10, 1872—Sentence, death. May 10, 1872—Notice of appeal filed.	June 4, 1872—Transcript filed. Feb. 14, 1873—Judgment affirmed and Court below directed to carry the sentence into execution.	June 5, 1872—Supersedeas issued. Feb. 15, 1873—Remittitur issued.	The defendant Fenwick committed suicide in the jail of San Diego County.
Jan. 4, 1872—Indictment filed. May 7, 1872—Verdict of guilty of assault to do bodily harm. May 8, 1872—Sentence, State Prison one year. May 8, 1872—Notice of appeal filed.	June 1, 1872—Transcript filed. June 24, 1872—Appellant's brief filed. July 30—Respondent's brief filed. Aug. 16, 1872—Judgment affirmed.	Sept. 11, 1872—Remittitur issued.	
Nov. 7, 1871—Indictment filed. Jan. 13, 1872—Verdict, guilty of murder in the second degree. Jan. 15, 1872—Sentence, State Prison twenty years. May 23, 1872—Notice of appeal filed.	June 13, 1872—Transcript filed. July 1, 1872—Appellant's brief filed. Aug. 6—Respondent's brief filed. Sept. 14, 1872—Judgment reversed and new trial ordered.	Oct. 10, 1872—Remittitur issued.	
Feb. 24, 1872—Indictment filed. May 9, 1872—Verdict, guilty of murder in the second degree; sentence, State Prison twelve years. June 5, 1872—Notice of appeal filed.	June 19, 1872—Transcript filed; appellant's brief filed. July 26, 1872—Respondent's brief filed. Aug. 1, 1872—Appellant's reply filed. Aug. 16, 1872—Judgment affirmed. Sept. 16—Rehearing denied.	Sept. 11, 1872—Remittitur issued.	
Oct. 24, 1871—Indictment filed. Jan 31, 1872—Verdict of manslaughter. Feb. 10—Sentence, five years. March 30, 1872—Notice of appeal filed.	June 27, 1872—Transcript filed. Oct. 17, 1872—Appeal dismissed on account of death of defendant.		

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. J. H. Grant, Appellant.	County Court, Shasta County.	Criminal action.	By indictment—Robbery.
The People, etc., Respondents, v. Wm. Cullen, Appellant.	County Court, Shasta County.	Criminal action.	By indictment—Robbery.
The People, etc., Respondents, v. Andrew Ash, Appellant.	County Court, San Joaquin County.	Criminal action.	By indictment—Grand larceny.
The People, etc., Respondents, v. Andrew R. Phillips, Appellant.	County Court, Los Angeles County.	Criminal action.	By indictment—Assault to murder.
The People, etc., Respondents, v. L. M. Mendell, L. F. Crenshaw, et al.	Seventh District Court, Los Angeles County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Jan. 4, 1872—Indictment filed. March 25, 1872—Verdict, guilty. March 30, 1872—Sentence, State Prison seven years. June 7, 1872—Notice of appeal filed.	June 29, 1872—Transcript filed. July 24, 1872—Appellant's brief filed. Oct. 4, 1872—Submitted. Dec. 10, 1872—Judgment affirmed.	Jan. 6, 1873—Remittitur issued.	
Jan. 4, 1872—Indictment filed. March 20, 1872—Verdict, guilty. March 30, 1872—Sentence, State Prison seven years. June 7, 1872—Notice of appeal filed.	June 29, 1872—Transcript filed. July 24—Appellant's brief filed. Oct. 4—Respondent's brief filed. Dec. 10, 1872—Judgment affirmed.	Jan. 6, 1873—Remittitur issued.	
May 10, 1872—Indictment filed. May 23, 1872—Verdict, guilty. June 3, 1872—Sentence, State Prison one year. July 2, 1872—Notice of appeal filed.	July 5, 1872—Transcript filed. July 19, 1872—Appellant's brief filed. July 29, 1872—Respondent's brief filed. Aug. 16, 1872—Judgment reversed and new trial granted.	Sept. 11, 1872—Remittitur.	
May 10, 1872—Indictment filed. May 10, 1872—Demurrer filed. June 7, 1872—Verdict, guilty; sentence, State Prison eighteen years. The notice of appeal appears in the bill of exceptions with no date of service.	July 9, 1872—Transcript filed. July 16, 1872—Appellant's brief filed. Nov. 2, 1872—Respondent's brief filed and cause submitted. Dec. 10, 1872—Order of submission vacated and cause stricken from the calendar.	Jan. 6, 1873—Remittitur issued.	
Dec. 2, 1871—Indictment filed. Feb. 5, 1872—Demurrer filed. March 27, 1872—Verdict, guilty of manslaughter against defendant Mendell and seven others.	July 9, 1872—Transcript filed. Sept. 18, 1872—Appellant's brief filed. Dec. 2, 1872—Respondent's brief filed and cause submitted. Dec. 10—Stricken from calendar. Jan. 4, 1873—Reinstated and submitted. May 9, 1873—Judgment reversed.	May 21, 1873—Remittitur issued.	

TITLE OF CAUSE.	In what county, district, and Court, instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Wm. Williams, Appellant.	County Court, Stanislaus County.	Criminal action.	By indictment—Robbery.
The People, etc., Respondents, v. Charles Moore, Appellant.	County Court, Stanislaus County.	Criminal action.	By indictment—Robbery.
The People, etc., Respondents, v. Paul Felix, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—Burglary.
The People, etc., Respondents, v. Jno. B. Daglier, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—Burglary.
The People, etc., Respondents, v. W. B. Earnest, Appellant.	County Court, Butte County.	Criminal action.	By indictment—Assault to murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Sept. 7, 1871—Indictment filed. Sept. 27, 1871—Verdict, guilty. Sept. 30, 1871—Sentence, State Prison fifteen years. April 29, 1872—Notice of appeal filed.	July 11, 1872—Transcript filed. Oct. 28, 1872—Appellant's brief filed. Dec. 3, 1872—Judgment affirmed.	Feb 10, 1873—Remittitur issued.	
Sept. 7, 1871—Indictment filed. Sept. 27, 1871—Verdict, guilty. Sept. 30, 1871—Sentence, State Prison ten years. April 29, 1872—Notice of appeal filed.	July 11, 1872—Transcript filed. Oct. 28, 1872—Appellant's brief filed. Nov. 15, 1872—Respondent's brief filed. Nov. 29, 1872—Judgment reversed and new trial granted.	Dec. 26, 1872—Remittitur issued.	
Jan. 23, 1871—Indictment filed. March 17, 1871—Verdict, guilty. Sept. 21, 1871—Sentence, State Prison three years and six months. March 6, 1872—Notice of appeal filed.	July 15, 1872—Transcript filed. July 15, 1872—Appellant's brief filed. Oct. 22, 1872—Respondent's brief filed. Dec. 10, 1872—Judgment affirmed.	Jan. 6, 1873—Remittitur issued.	
Jan. 23, 1871—Indictment filed. Sept. 18, 1871—Verdict, guilty. Sept. 21, 1871—Sentence, State Prison ten years. March 6, 1872—Notice of appeal.	July 15, 1872—Transcript filed. Nov. 15, 1872—Judgment affirmed.	Dec. 11, 1872—Remittitur issued.	
May 24, 1872—Indictment filed. June 22, 1872—Verdict, guilty of assault to do bodily injury. June 25, 1872—Sentence, State Prison two years. July 10, 1872—Notice of appeal.	Aug. 6, 1872—Transcript filed. Sept. 12, 1872—Appellant's brief filed. Nov. 15, 1872—Judgment reversed and Court below directed to set aside the indictment.	Nov. 20, 1872—Remittitur issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
Ex Parte John Retty on habeas corpus.	San Joaquin County.		Application for writ of habeas corpus, and to be discharged from custody.
The People, etc., Ex rel. J. D. Perkins, v. John B. Lemon.			Action to try right of defendant to hold the office of Treasurer of Solano County.
The People, etc., Ex rel. John L. Love, Attorney General, v. The Board of Supervisors of the City and County of San Francisco.	Original proceeding in Supreme Court.	Civil proceeding—Application for a writ of certiorari.	By petition—Action to declare null certain acts of the Board of Supervisors of San Francisco in cancelling certain assessments.
The People, etc., Respondents, v. Wm. A. Hart, Appellant.	Thirteenth District Court, Tulare County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. Keith H. Keeney, Appellant.	Thirteenth District Court, Tulare County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
	Aug. 7, 1872—Petition for suit filed and writ issued, returnable Aug. 9, 1872. Aug. 9, 1872—Prisoner discharged from custody after hearing.		
Petition to Attorney General for leave to sue in name of The People. Leave granted Oct. 14, 1872.			
	Aug. 15, 1872—Petition filed and writ issued returnable Sept. 14, 1872. Sept. 16, 1872—Judgment and order of Supreme Court entered.		
May 9, 1872—Indictment filed. June 19, 1872—Verdict, guilty of murder in the first degree. June 22—Sentence, death. June 26, 1872—Notice of appeal filed.	July 13, 1872—Transcript filed. Oct. 17, 1872—Argued and submitted. Oct. 18—Judgment affirmed and the Court below directed to carry the judgment into execution.	July 13, 1872—Supersedeas issued. Nov. 13, 1872—Remittitur issued.	The defendant Hart having been adjudged to suffer death on the 20th of Dec., 1872, the said sentence was commuted by Gov. Booth, Dec. 12, 1872, to imprisonment for life.
May 9, 1872—Indictment filed. June 21, 1872—Defendant Keeney pleaded guilty of murder, and the Court found it to be murder in the first degree. June 22, 1872—Sentenced to suffer death. Aug. 2, 1872—Notice of appeal filed.	Aug. 6, 1872—Transcript filed. Oct. 3—Appellant's brief filed and cause submitted. Dec. 10, 1872—Judgment affirmed and Court below directed to carry the judgment into execution.	Aug. 6, 1872—Supersedeas issued. Jan. 6, 1873—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court, instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
In the matter of the petition to the Attorney General for leave to bring an action in the name of The People against the Stockton and Waterloo Road Company.			Action to revoke the charter of the Stockton and Waterloo Road Company.
The People, etc., by John L. Love, Attorney General, ex rel. J. H. Post, v. Labrado Villa.			
The People, etc., Appellants, v. C. F. Dameron, Respondent.	County Court, Los Angeles County.	Criminal action.	By indictment—Perjury.
The People, Respondents, v. A. M. Polland and Ben. Gill, Appellants.	County Court, Placer County.	Criminal action.	By indictment—Grand larceny.
The People, etc., Respondents, v. Albert Onteveras, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—House-breaking in daytime.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Aug. 20—Petition filed in office of Attorney General. Sept. 7, 1872—Answer to petition filed, and leave given petitioner to amend his petition.			
Aug. 26, 1872—Petition for leave to sue in name of The People filed with Attorney General. Aug. 27, 1872—Leave granted.			
Aug. 17, 1872—Indictment filed. Aug. 24, 1872—Demurrer sustained. Aug. 29, 1872—Notice of appeal filed.	Sept. 10, 1872—Transcript filed. Oct. 17, 1872—Appeal dismissed.		
March 4, 1869—Indictment filed. March 28, 1872—Verdict, guilty. No notice of appeal. October 24, 1872—Notice of appeal supplied.	Sept. 13, 1872—Transcript filed. September 19, appellants' brief filed. January 19, 1873—Respondents' brief filed. January 24—Judgment affirmed.	Feb. 19, 1873—Remittitur issued.	
March 2, 1872—Indictment filed. March 13—Verdict, guilty. March 30—Sentence, State Prison five years. September 11, 1872—Notice of appeal filed.	September 16, 1872—Transcript filed. Oct. 25—Appellant's brief filed. Nov. 4, 1872—Respondents' brief filed.		

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Jacob Hausman, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—Grand larceny.

The People, etc., Respondents, v. John Wooley, Appellant.	County Court, Shasta County.	Criminal action.	By indictment—Arson.
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The People, etc., ex rel. John L. Love, Attorney General, v. Monroe Ashbury, Auditor of the City and County of San Francisco, Respondent.	Original proceeding in Supreme Court.	Civil proceeding.	Petition for writ of mandate to compel respondent, as Auditor, to disregard certain cancellations made by the Board of Supervisors.
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The People, etc., Respondents, v. Lucien Hermann, Appellant.	Thirteenth District Court, Fresno Co.	Civil action.	By complaint to foreclose and cancel certificate of purchase of State lands in Fresno County, and for \$121 00.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
May 3, 1872 — Indictment filed. May 20, 1872—Verdict, guilty. May 23 — Sentence, State Prison, six years. June 28, 1872—Notice of appeal filed.	Sept. 30, 1872—Transcript filed. Oct. 17, 1872—Argued orally and submitted. Oct. 28, 1872—Judgment affirmed. Oct. 22—Petition for rehearing filed and rehearing denied.	Nov. 13, 1872—Remittitur issued.	
September 3, 1872—Indictment filed. September 9—Demurrer filed. September 23—Verdict, guilty of arson in the second degree. September 24, 1872—Sentence, State Prison three years. September 25, 1872—Notice of appeal filed.	Oct. 2, 1872— Transcript filed and appellant's brief filed. October 25— Respondents' brief filed. Nov. 22, 1872—Judgment affirmed.	Dec. 16, 1872—Remittitur issued.	
	Oct. 14, 1872 — Petition filed and alternative writ issued. Oct. 26, 1872—Peremptory writ issued, returnable Oct. 31, 1872.		
July 11, 1871— Complaint filed. October 14, 1871—Judgment for plaintiffs entered. May 21, 1872—Motion to open default denied. Notice of appeal does not appear in the record, but it is stipulated that such a notice was given.	Oct. 11, 1872—Transcript filed. Dec. 12, 1872—Order affirmed. Dec. 26, 1872—Petition for rehearing filed. Feb. 14, 1873 — Rehearing granted. May 19, 1873—Judgment reversed.	June 14, 1873—Remittitur issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. John Forster and certain real estate and improvements, Appellants.	Seventeenth District Court, San Diego County.	Civil action.	By complaint for delinquent taxes; amount, \$2,237 85.
The People, etc., Respondents, v. Cave J. Coutts and certain real estate and improvements, Appellants.	Seventeenth District Court, San Diego County.	Civil action.	By complaint for delinquent taxes; amount, \$899 70.
The People, etc., Appellants, v. B. S. Sargent, Respondent.	Twelfth Dist. Court, San Mateo County.	Civil action.	By complaint for delinquent taxes; amount, \$2 94.
The People, etc., Respondents, v. J. S. Cone, Appellant.	Second Dist. Court, Tehama County.	Civil action.	By complaint for delinquent taxes for 1870. Taxes delinquent, \$1,689,897; costs, \$376 04; total, \$2,065 91, coin.
C. M. Stratton, Petitioner, v. J. J. Green, Controller of State, Respondent.	Original proceeding in Supreme Court.	Application for writ of mandate.	By petition for writ to compel the Controller to draw the warrant of petitioner for his salary as Tide Land Commissioner.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
This cause was submitted on the pleadings, and it does not appear in the transcript when the complaint and answer were filed. July 27, 1872 — Judgment for plaintiff entered for \$2,237 85. Notice of appeal has no date.	Sept. 19, 1872—Transcript filed. Oct. 2—Appellants' brief filed. Dec. 5 — Respondents' brief filed. Feb. 7, 1873—Submitted. Feb. 10, 1873—Judgment affirmed.	March 8, 1873—Remittitur issued.	
No date to show when pleadings were filed. July 27, 1872—Judgment for plaintiff for \$899 70. No date to notice of appeal.	Sept. 19, 1872—Transcript filed. Oct. 2, 1872—Appellants' brief filed. Dec. 5 — Respondents' brief filed. Feb. 7, 1873—Submitted. Feb. 10, 1873—Judgment affirmed.	March 8, 1873—Remittitur issued.	
August 28, 1872—Agreed statement of facts filed, and judgment for plaintiff for \$1 06 and costs entered. August 29, 1872—Notice of appeal filed.	Oct. 3, 1872—Transcript filed, and appellants' and respondent's briefs. Nov. 15, 1872—Judgment affirmed.	Dec. 11, 1872—Remittitur issued.	
February 11, 1871—Complaint filed. May 2, 1871, answer filed. October 27, 1871—Bill of exceptions filed. November 21, 1871 — Judgment entered. December 8, 1871—Notice of appeal filed.	July 3, 1872—Transcript filed and appellant's brief filed. Nov. 9, 1872—Respondents' brief filed. Nov. 15, 1872—Cause submitted.		
	Oct. 31, 1872 — Agreed statement filed. Nov. 8, 1872 — Petitioner's brief filed. Nov. 9—Respondent's brief filed. Dec. 3, 1872—Mandate refused.		

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
— Timmins, Petitioner, v. J. J. Green, Controller of State, Respondent.	Original proceeding in Supreme Court.	Application for writ of mandate.	By petition for writ of mandate.
The People, etc., by John L. Love, Attorney General, ex rel. Harry Linden, Petitioners, v. The Board of Supervisors of Alameda County, Respondents.	Original proceeding in Supreme Court.	Application for writ of mandate.	
The People, etc., ex rel. Jerome Lincoln, v. Wm. Thompson, Jr., and Wm. H. Osgood.			
The People, etc., Respondents, v. Mary McAuley, Appellant.	Municipal Criminal Court of City and County of San Francisco.	Criminal action—Felony.	By indictment—Grand larceny.
The People, etc., Respondents, v. John Armstrong, Appellant.	Seventh District Court, Sonoma County. The indictment in this case was found in Mendocino County and transferred to Sonoma for trial.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
September 11, 1872—Petition filed in Supreme Court. October 21—Petitioner's brief filed. October 22—Submitted.	Oct. 23, 1872—Mandate refused.		
Affidavit for leave to sue in the name of The People filed and leave granted December 4, 1872.	Dec. 10, 1872—Petition for writ filed, and alternative writ issued. Feb. 11, 1873—Peremptory writ ordered.		
Petition to Attorney General for leave to sue in the name of The People filed, and leave granted November 12, 1872.			
Dec. 30, 1871—Indictment filed. Aug. 12, 1872—Verdict, guilty. Aug. 16, 1872—Sentence, State Prison four years. Sept. 26, 1872—Notice of appeal filed.	Oct. 11, 1872—Transcript filed. Dec. 3—Appellant's brief filed, and respondents' brief filed. Dec. 10, 1873—Judgment affirmed.	Jan. 6, 1873—Remittitur issued.	
June 7, 1871—Indictment filed. Oct. 24, 1871—Verdict, guilty of manslaughter. Oct. 27, 1871—Sentence, State Prison, six years. Feb. 15, 1872—Notice of appeal filed.	Jan. 18, 1872—Transcript filed. July 8, 1872—Argued orally and submitted. Sept. 14, 1872—Judgment affirmed.	Oct. 10, 1872—Remittitur issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. José Murat, Appellant.	County Court, San Diego County.	Criminal action.	By indictment—Assault with intent to commit murder.
The People, etc., Respondents, v. Jas. McLaughlan, Appellant.	Fifteenth District Court, City and County of San Francisco.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. B. F. Norcross, Appellant.	County Court, Sonoma County.	Criminal action.	By indictment—Assault to rape.
The People, etc., Respondents, v. Timothy Hall, Appellant.	County Court, Trinity County.	Criminal action.	By indictment—Grand larceny.
The People, etc., Respondents, v. Thomas Woody, Appellant.	Thirteenth District Court, Tulare County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
May 25, 1872—Indictment filed. June 11, 1872—Verdict, guilty of assault with a deadly weapon with intent to do bodily injury to another. June 13, 1872—Sentence, State Prison, two years. Sept. 18, 1872—Notice of appeal filed.	Oct. 11, 1872—Transcript filed. Jan. 15, 1873—Argued and submitted. Jan. 22, 1873—Judgment reversed and new trial ordered.	Feb. 17, 1873—Remittitur issued.	
Nov. 15, 1871—Indictment filed. Jan. 9, 1872—Verdict, guilty of manslaughter. Jan. 13, 1872—Sentence, State Prison, ten years. Oct. 7, 1872—Notice of appeal filed.	Oct. 17, 1872—Transcript filed and appellant's points filed. Oct. 17, 1872—Respondents' points filed. Oct. 30, 1872—Judgment affirmed.	Nov. 25, 1872—Remittitur issued.	
July 6, 1872—Indictment filed. Oct. 11, 1872—Verdict, guilty. Oct. 31, 1872—New trial denied. Oct. 31, 1872—Sentence, State Prison seven years. Sept. 25, 1872—Notice of appeal filed.	Oct. 25, 1872—Transcript filed. Jan. 15, 1873—Submitted. Jan. — 1873—Judgment affirmed. April 15, 1873—Remittitur recalled and rehearing granted. May 6, 1873—Judgment reversed.	May 7, 1873—Remittitur issued.	
Nov. 4, 1872—Indictment filed. Nov. 11, 1872—Demurrer filed. Nov. 12, 1872—Demurrer overruled. Nov. 12, 1872—Notice of appeal filed.	Nov. 21, 1872—Transcript filed. Jan. 16, 1873—Appeal dismissed.	Feb. 12, 1873—Remittitur issued.	
Nov. 11, 1872—Indictment filed. Nov. 14, 1872—Verdict, guilty of murder in the first degree. Nov. 15, 1872—Sentence, death. Nov. 30, 1872—Notice of appeal filed.	Dec. 10, 1872—Transcript filed. Jan. 15, 1873—Argued and submitted. Jan. 22, 1873—Judgment reversed and new trial granted.	Dec. 11, 1872—Supersedeas issued. Dec. 17, 1873—Remittitur issued.	

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. John J. Cox, Appellant.	County Court, Sonoma County.	Criminal action.	By indictment—For selling land twice.

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. John A. Wright, Appellant.	Tenth District Court, Sutter County.	Criminal action.	By indictment—Murder.

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Joseph Max, Appellant.	County Court, Stanislaus County.	Criminal action.	By indictment—Assault to murder.

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Charles Shettler, Appellant.	Eighteenth District Court, San Bernardino County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
July 3, 1872—Indictment filed. July 8, 1872—Demurrer overruled. Oct. 14, 1872—Verdict, guilty. Oct. 17, 1872—Sentence, State Prison thirty months. Nov. 30, 1872—Notice of appeal filed.	Dec. 11, 1872—Transcript filed. Jan. 24, 1873—Appellant's brief filed. Feb. 10, 1873—Judgment reversed and Court below directed to dismiss the indictment.	Feb. 15, 1873—Remittitur issued.	
Oct. 11, 1872—Indictment filed. Nov. 20, 1872—Verdict, guilty of murder in the first degree. Nov. 30, 1872—Sentence, death. Nov. 30, 1872—New trial denied. Dec. 3, 1872—Notice of appeal filed.	Dec. 26, 1872—Transcript filed. Jan. 23, 1873—Appellant's brief filed. Feb. 6—Respondents' brief filed. Feb. 10—Judgment affirmed and Court below directed to carry the sentence into execution.	Feb. 12, 1873—Remittitur issued.	The defendant, Wright, was executed by the Sheriff of Sutter County.
Sept. 3, 1872—Indictment filed. Oct. 10, 1872—Verdict, guilty of assault to do bodily harm. Oct. 14, 1872—Sentence, State Prison two years. Dec. 9, 1872—Notice of appeal filed.	Dec. 14, 1872—Transcript filed. Jan. 15, 1873—Argued and submitted. Jan. 16, 1873—Judgment reversed.	Jan. 17, 1873—Remittitur issued.	
Sept. 18, 1872—Indictment filed. Sept. 28, 1872—Verdict, manslaughter. Oct. 2, 1872—Sentence, State Prison seven years. Nov. 27, 1872—Notice of appeal served and filed.	Dec. 16, 1872—Transcript filed. Jan. 16, 1873—Respondents' brief filed and cause submitted. Jan. 17, 1873—Judgment affirmed.	Feb. 12, 1873—Remittitur issued.	

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. M. J. Donohue, Appellant.	Second District Court, Tehama County.	Criminal action.	By indictment—Murder.

The People, etc., Respondents, v. Bernard Raina, Appellant.	County Court, Calaveras County.	Criminal action.	By indictment—Grand larceny.
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The People, etc., v. Chas. D. Coon, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—Grand larceny.
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The People, etc., Respondents, v. J. W. Southwell (indicted as Jas. E. Spencer), Appellant.	Municipal Criminal Court of City and County of San Francisco.	Criminal action.	By indictment—Forgery.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Aug. 7, 1872—Indictment filed. Nov. 8, 1872—Verdict, guilty of murder in the first degree. Nov. 14, 1872—New trial denied. Nov. 14, 1872—Sentence, death. Dec. 6, 1872—Notice of appeal filed.	Dec. 24, 1872—Transcript filed. Feb. 11, 1873—Argued orally and submitted. Feb. 14, 1873—Judgment affirmed and Court below directed to carry the sentence into execution.	Dec. 24, 1872—Supersedeas issued. Feb. 15, 1873—Remittitur issued.	The defendant Donohue was executed by the Sheriff of Tehama County.
Sept. 2, 1872—Indictment filed. Dec. 16, 1872—Verdict, guilty. Dec. 19, 1872—New trial denied. Dec. 19, 1872—Sentence, State Prison three years. Dec. 26, 1872—Notice of appeal filed.	Jan. 6, 1873—Transcript filed. Jan. 15, 1873—Submitted. Jan. 16, 1873—Judgment reversed.	Feb. 12, 1873—Remittitur issued.	
March 5, 1870—Indictment filed. Nov. 22, 1872—Verdict, guilty. Dec. 26, 1872—New trial denied. Dec. 28, 1872—Sentence, State Prison six years. Jan. 2, 1873—Notice of appeal filed.	Jan. 15, 1873—Transcript filed. Jan. 17—Appellant's brief filed. Feb. 1, 1873—Respondents' brief filed. May 19, 1873—Judgment reversed and new trial granted.	June 14, 1873—Remittitur issued.	
Dec. 30, 1872—Indictment filed. Jan. 21, 1873—Challenge to panel of grand jury denied. Jan. 22, 1873—Convicted by plea of guilty. Jan. 24, 1873—Sentence, State Prison one year. Jan. 29, 1873—Notice of appeal filed.	Feb. 10, 1873—Transcript filed. Feb. 12, 1873—Appellant's brief filed. Feb. 12—Respondents' brief filed. Feb. 10—Argued and submitted. Feb. 14, 1873—Judgment reversed, with directions to set aside the indictment. May 8, 1873—Rehearing granted. Sept. 1, 1873—Judgment affirmed.	Sept. 4, 1873—Remittitur issued.	In this case and the one following a rehearing was had and argued in briefs at the April term, 1873.

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. — Lane, Appellant.	Municipal Criminal Court of San Francisco.	Criminal action.	By indictment—Burglary.
The People, etc., Respondents, v. Jas. F. Woodward, Appellant.	County Court, Shasta County.	Criminal action.	By indictment—Attempt to rape.
The People, etc., ex rel. John L. Love, Attorney General. v. Alex. Austin, Tax Collector of the City and County of San Francisco.	Original proceeding in Supreme Court.	Application for writ of mandate.	By affidavit and petition.
The People, etc., Respondents, v. S. S. Bumberger, Appellant.	Municipal Criminal Court, City and County of San Francisco.	Criminal action.	By indictment—Forgery.
The People, etc., Respondents, v. William Johnston, Appellant.	Eleventh District Court, Amador County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Dec. 5, 1872—Indictment filed. Jan. 22, 1873—Defendant pleads guilty. Jan. 24, 1873—Sentence, Industrial School. Jan. 31, 1873—Notice of appeal filed.	Same as above case of Southwell. The cases were heard together.	Sept. 4, 1873—Remittitur issued.	
Jan. 9, 1873—Indictment filed. Verdict, guilty. Feb. 3, 1873—Sentence, State Prison one year. Feb. 7, 1873—Notice of appeal filed.	Feb. 10, 1873—Transcript filed. Feb. 12, 1873—Argued orally and submitted. Feb. 14, 1873—Judgment reversed.	Feb. 14, 1873—Remittitur issued.	
Feb. 12, 1873—Petition filed and alterative writ issued returnable twenty days after service.			
Dec. 27, 1872—Indictment filed. Feb. 19, 1873—Verdict, guilty. Feb. 24, 1873—Sentence, State Prison one year. Feb. 24—Notice of appeal filed.	March 7, 1873—Transcript filed. April 2, 1873—Appellant's brief filed. April 17, 1873—Respondent's brief filed. April 23, 1873—Judgment affirmed.	May 20, 1873—Remittitur issued.	
Aug. 6, 1872—Indictment filed. Oct. 3, 1872—Verdict, murder in second degree. Oct. 5, 1872—Sentence, State Prison for life. Oct. 18, 1872—Notice of appeal filed.	Feb. 3, 1873—Transcript filed. March 20, 1873—Appellant's brief filed. April 15, 1873—Argued and submitted. Feb. 23, 1873—Judgment reversed.	May 20, 1873—Remittitur issued.	

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Edward Pool, Appellant.	County Court, San Bernardino County.	Criminal action.	By indictment — Assault to rape.
The People, etc., Respondents, v. George K. Davis, Appellant.	Fifth District Court, Stanislaus County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. Solomon Gates, Appellant.	County Court, Siskiyou County.	Criminal action.	By indictment—Adultery.
The People, etc., by John L. Love, Attorney General, ex rel. S. B. Moore and John Domingos, v. The Board of Supervisors of Sacramento County.	Original proceeding in Supreme Court.	Civil proceeding—Application for writ of mandate.	Petition to Attorney General for leave to sue in the name of the People.
The People, etc., ex rel. F. F. Miller, v. Board of Supervisors of Inyo County.	Sixteenth District Court, Inyo County.	Civil proceeding — Application for writ of review.	Petition to Attorney General for leave to sue in the name of the People.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Jan. 6, 1873—Indictment filed. Jan. 19, 1873—Verdict, guilty. Jan. 23, 1873—New trial denied. Jan. 23, 1873—Sentence, State Prison seven years. Jan. 24, 1873—Notice of appeal filed.	Feb. 14, 1873—Transcript filed. April 4, 1873—Appellant's brief filed. April 17, 1873—Respondent's brief filed. May 19, 1873—Judgment affirmed.	June 14, 1873—Remittitur issued.	
May 18, 1872—Indictment filed. Jan. 24, 1873—Verdict, murder in the second degree. Feb. 1, 1873—Sentence, State Prison for life. Feb. 1, 1873—Notice of appeal filed.	Feb. 18, 1873—Transcript filed. May 22, 1873—Appellant's brief filed. May 17, 1873—Respondent's brief filed. May 22, 1873—Appellant's brief in reply filed.		
Nov. 15, 1872—Indictment filed. Nov. 20, 1872—Demurrer filed. Jan. 8, 1873—Verdict, guilty. Jan. 21, 1873—Sentence, State Prison, two years. Jan. 21, 1873—Notice of appeal filed.	Feb. 19, 1873—Transcript filed. April 15, 1873—Argued and submitted. April 16, 1873—Judgment reversed.	April 17, 1873—Remittitur issued.	
March 6, 1873—Petition and affidavit filed and leave granted.			
March 5, 1873—Petition filed and leave granted.			

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. John Brannon, Appellant.	Fifth District Court, San Joaquin County.	Criminal action.	By indictment—Murder.
The People, etc., Appellants, v. James Lyon, Respondent.	County Court, Placer County.	Criminal action.	By indictment—Grand larceny.
The People, etc., Respondents, v. John Brown, Appellant.	County Court, Nevada County.	Criminal action.	By indictment—Grand larceny.
The People, etc., Respondents, v. John Haggerty, Appellant.	Municipal Criminal Court of San Francisco.	Criminal action.	By indictment—Arson.
The People, etc., Respondents, v. Charles Mortimer, Appellant.	Sixth District Court, Sacramento County.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Nov. 24, 1872—Indictment filed. Feb. 12, 1873—Verdict. Murder in second degree. Feb. 26, 1873—Sentence, State Prison twenty years. Feb. 26, 1873—Notice of appeal filed.	March 13, 1873—Transcript filed. April 15, 1873—Argued orally. April 21, 1873—Appellant's brief filed. May 24, 1873—Respondent's brief filed.		
March 4, 1873—Indictment filed. March 4, 1873—Demurrer filed. March 4, 1873—Demurrer sustained and cause resubmitted. March 12, 1873—Notice of appeal filed.	March 14, 1873—Transcript filed. April 15, 1873—Appeal dismissed.	May 11, 1873—Remittitur issued.	
Feb. 11, 1873—Indictment filed. March 8, 1873—Verdict, guilty. March 15, 1873—Sentence, State Prison five years. March 10, 1873—New trial denied. March 15, 1873—Notice of appeal filed.	April 2, 1873—Transcript filed. April 15, 1873—Argued orally. April 28, 1873—Judgment reversed and new trial granted.	May 24, 1873—Remittitur issued.	
May 3, 1872—Indictment filed. Nov. 19, 1872—Verdict, guilty. Nov. 30, 1872—Sentence, State Prison six years. March 29, 1873—Notice of appeal filed.	April 2, 1873—Transcript filed. July 18, 1873—Judgment affirmed.		
Nov. 27, 1872—Indictment filed. March 15, 1873—Verdict, murder in first degree. March 29—Sentence, death. March 29—New trial denied. April 1—Notice of appeal filed.	April 12, 1873—Transcript filed. May 2, 1873—Argued orally. May 3—Appellant's brief filed. May 5—Respondent's brief filed. May 6—Respondent's supplemental brief filed. May 8—Judgment affirmed.	May 10, 1873—Remittitur issued.	The defendant, Mortimer, was executed by the Sheriff of Sacramento County, May 15, 1873.

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
J. F. Borestell v. R. P. Johnson et al., composing Board of Tide Land Commissioners.	Nineteenth District Court, City and County of San Francisco.	Civil action.	
Herman H. Schafer, v. R. P. Johnson et al., composing Board of Tide Land Commissioners.	Nineteenth District Court, City and County of San Francisco.	Civil action.	
John Fay et al., v. R. P. Johnson et al., composing Board of Tide Land Commissioners.	Third District Court, Alameda County.	Civil action.	
James C. Pennie v. R. P. Johnson et al., composing Board of Tide Land Commissioners.	Nineteenth District Court, City and County of San Francisco.	Civil action.	
The People, etc., Respondents, v. Ah Bun, Appellant.	Fifth District Court, Tuolumne County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. Charles Russell, Appellant.	Fifteenth District Court, City and County of San Francisco.	Criminal action.	By indictment—Murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
Jan. 7, 1873—Indictment filed. March 6, 1873—Verdict, murder in the first degree. March 10—Sentence, death. March 15—Notice of appeal filed.	March 26, 1873—Transcript filed. April 16, 1873—Appeal dismissed.		This appeal was dismissed because the defendant committed suicide while the appeal was pending.
Oct. 15, 1872—Indictment filed. Jan. 14, 1873—Verdict, murder in the first degree. Jan. 24—New trial denied. Jan. 24, 1873—Sentence, death. March 8, 1873—Notice of appeal filed.	April 15, 1873—Transcript filed. April 29, 1873—Appellant's brief filed. May 3, 1873—Respondent's brief filed. May 19, 1873—Judgment affirmed, and Court below directed to carry sentence into execution.	May 21, 1873—Remittitur issued.	The defendant, Russell, was executed by the Sheriff of San Francisco County, July 25, 1873.

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TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. Geo. Brotherton and Lewis Brotherton, Appellants.	Municipal Criminal Court of San Francisco.	Criminal action.	By indictment—Forgery.
The People, etc., Respondents, v. Edward Robinson, Appellant.	Sixth District Court, Sacramento County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents, v. Frank Ashnauer, Appellant.	County Court, Sacramento County.	Criminal action.	By indictment—Assault to murder.
The People, etc., Respondents, v. Charles Kelley, Appellant.	County Court, Santa Barbara County.	Criminal action.	By indictment—Rape.
The People, etc., Respondents, v. Alfred Higgins, Appellant.	County Court, Mendocino County, venue afterwards changed to Lake County.	Criminal action.	By indictment—Assault to murder.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
	April 16, 1873—Transcript filed. May 13, 1873—Argued and submitted.		This is the second time this case has been in this Court.
Nov. 27, 1872—Indictment filed. Feb. 14, 1873—Plea, guilty of manslaughter, and sentence, State Prison five years. April 14—Notice of appeal filed.	April 16, 1873—Transcript filed. May 2, 1873—Argued orally and submitted. May 5, 1873—Respondents' brief filed. May 6, 1873—Judgment affirmed.	May 21, 1873—Remittitur issued.	
July 31, 1872—Indictment filed. Sept. 6, 1872—Verdict, guilty. Sept. 16, 1872—Verdict set aside and new trial granted. Dec. 12, 1872—Verdict, guilty. Dec. 31, 1872—Sentence, State Prison three years. Dec. 31, 1872—Notice of appeal filed.	April 8, 1873—Transcript filed. July 31, 1873—Appellant's brief filed. Aug. 16, 1873—Respondents' brief filed. October 14, 1873—Judgment affirmed.		
March 6, 1873—Indictment filed. March 15, 1873—Verdict, guilty. March 20, 1873—Sentence, State Prison five years. March 20, 1873—Notice of appeal filed.	April 12, 1873—Transcript filed. April 19, 1873—Appellant's brief filed. July 15, 1873—Respondent's brief filed. July 18, 1873—Judgment affirmed.	Aug. 13, 1873—Remittitur issued.	
June 8, 1872—Indictment filed. April 8, 1873—Verdict, guilty. April 9, 1873—Sentence, State Prison two years. April 9, 1873—Notice of appeal filed.	April 17, 1873—Transcript filed.		

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
Ex Parte Peter Pierson, on habeas corpus.		Application for writ of habeas corpus.	By petition.

The People, etc., Respondents, v. John B. Stephens.	County Court, Monterey County.	Criminal action.	By indictment—Grand larceny.
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The People, etc., Respondents, v. Robert Cage, Appellant.	Seventeenth District Court, Los Angeles County.	Criminal action.	By indictment—Murder.
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The People, etc., Respondents, v. Marshall Martin, Appellant.	Fifteenth District Court, Contra Costa County.	Criminal action.	By indictment—Murder.
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The People, etc., Respondents, v. James Murphy, Appellant.	County Court, Tulare County.	Criminal action.	By indictment—Grand larceny.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
	Petition for writ of habeas corpus denied.		

Nov. 9, 1872—Indictment filed. March 13, 1873—Verdict, guilty. April 13, 1873—New trial denied. April 15, 1873—Notice of appeal filed.	May 7, 1873—Transcript filed. July 10, 1873—Appellant's points filed and cause submitted.		
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Jan. 10, 1872—Indictment filed. April 12, 1872—Verdict, murder in the first degree. April 28, 1873—New trial denied. Sentence, death. April 28, 1873—Notice of appeal filed.	May 20, 1873—Transcript filed. May 28, 1873—Appellant's brief filed. Oct. —, 1873—Respondents' brief filed and cause submitted.		
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March 8, 1873—Indictment filed. April 24, 1873—Verdict, guilty of murder in the first degree. May 9, 1873—Sentence, death, pronounced. May 22, 1873—Notice of appeal filed.	June 10, 1873—Transcript filed. July 14, 1873—Appellant's brief filed. Aug. 16, 1873—Respondents' brief filed. Oct. 14, 1873—Judgment affirmed and Court below directed to carry the sentence into execution.		
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Jan. 10, 1873—Indictment filed. May 16, 1873—Verdict, guilty. May 24, 1873—New trial denied. May 24, 1873—Sentence, State Prison one year. May 24, 1873—Notice of appeal filed.	June 13, 1873—Transcript filed. July 15, 1873—Appellant's brief filed. Aug. 20, 1873—Respondents' brief filed.		
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COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondents, v. R. G. Strong, Appellant.	County Court, Mendocino County.	Criminal action.	By indictment—Grand larceny.

The People, etc., Respondents, v. J. H. Smith, Appellant.	Fifth District Court, San Joaquin County.	Criminal action.	By indictment—Murder.
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The People, etc., v. C. P. O'Niel.	Sixth District Court, Sacramento County.	Contempt proceedings.	By motion upon affidavits.
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The People, etc., Appellant, v. Charles Martin, Respondent.	County Court, San Bernardino County.	Criminal action.	By indictment—Assault to do bodily harm.
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The People, etc., Respondent, v. Richard Dickson, Appellant.	Municipal Criminal Court, of San Francisco.	Criminal action.	By indictment—Rape.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
March 6, 1873—Indictment filed. June 7, 1873—Verdict, guilty. June 11, 1873—Sentence, State Prison five years. June 11, 1873—Notice of appeal filed.	June 21, 1873—Transcript filed. July 15, 1873—Argued orally and submitted. July 18, 1873—Judgment affirmed.	Aug. 13, 1873—Remittitur issued.	
May 10, 1873—Indictment filed. June 12, 1873—Verdict, murder in second degree. June 26, 1873—Sentence, State Prison twenty-three years. July 1, 1873—Notice of appeal filed.	July 5, 1873—Transcript filed. July 14, 1873—Submitted. July 19, 1873—Judgment affirmed.	Aug. 13, 1873—Remittitur issued.	
	July 5, 1873—Transcript filed. Oct. 14, 1873—Judgment reversed and cause remanded with an order to the Court below to dismiss the proceeding.		
May 29, 1873—Indictment filed. May 31, 1873—Demurrer sustained. June 3, 1873—Notice of appeal by The People filed.	July 5, 1873—Transcript filed. Aug. 16, 1873—Appellant's brief filed. Oct. 14, 1873—Appeal dismissed.		
March 2, 1872—Indictment filed. March 27, 1872—Verdict, guilty. April 4, 1872—Sentence, State Prison twenty-five years. March 31, 1873—Notice of appeal filed.	April 8, 1873—Transcript filed. July 14, 1873—Appeal dismissed.		This appeal was dismissed at the request of defendant's attorney.

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
The People, etc., Respondent, v. Isaac M. Weaver, Appellant.	Second Dist. Court, Tehama County.	Criminal action.	By indictment—Murder.
The People, etc., Respondents. v. John Devine, Appellant.	Twelfth District Court, City and County of San Francisco.	Criminal action.	By indictment—Murder.
The People, etc., Respondent, v. Isaac Hyde, Appellant.	Second Dist. Court, Tehama County.	Civil action.	By complaint to recover delinquent taxes, amount \$3,312 80.
The People, etc., Ex rel., E. D. Perkins, v. John B. Lemon.	Seventh Dist. Court, Solano County.	Civil action.	By complaint to try the right to the office of Treasurer of Solano County.
The People, etc., Ex rel., Jerome Lincoln, v. Wm. Thompson, Jr., and W. H. Osgood.	Nineteenth District Court, City and County of San Francisco.	Civil action.	By complaint to try the right to hold the office of Trustee of a mining corporation.
The People, etc., Ex rel., John L. Bromley, v. Abraham Turner.	Fifteenth District Court, Contra Costa County.	Civil action.	By complaint against a ferry company for usurpation of franchise.

GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.
March 19, 1873—Indictment filed. May 15, 1873—Verdict, guilty of murder in the first degree. May 17, 1873—Sentence, death. June 23, 1873—Notice of appeal filed.	June 26, 1873—Transcript filed. Aug. 2, 1873—Appellant's brief filed. Aug. 18, 1873—Respondent's brief filed. Oct. 14, 1873—Judgment affirmed.		
Dec. 30, 1871—Indictment filed. March 1, 1873. Verdict, guilty of murder in first degree. March 14, 1873—Sentence, death. April 5, 1873—Notice of appeal filed.	April 14, 1873—Transcript filed. April 16—Respondent's brief filed. April 21—Appellant's brief filed. May 7, 1873 Judgment affirmed; remittitur forthwith.	May 7, 1873—Remittitur issued.	This is the second appeal in this case. Defendant Devine was executed by the Sheriff of San Francisco County.
May 2, 1871—Amended complaint filed. May 10, 1871—Answer filed. July 2, 1872—Judgment for plaintiff for \$4,051 35. July 27, 1872—New trial denied. Jan. 8, 1873—Notice of appeal filed.	April 8, 1873—Transcript filed. April 21, 1873—Appellant's brief filed. May 6, 1873—Respondent's brief filed. May 13, 1873—Argued and submitted.		
Oct. 14, 1872—Petition to Attorney General for leave to sue in name of People filed and leave granted.			
Nov. 12, 1872—Petition to Attorney General for leave to sue in name of People filed and leave granted.			
June 17, 1873—Petition for leave to sue in name of The People filed and leave granted.			

COPY OF ATTORNEY

TITLE OF CAUSE.	In what county, district, and Court instituted, tried, and adjudged.	Character of cause—civil or criminal.	Mode of prosecution and nature of demand or crime.
C. P. Huntington et al. v. Central Pacific Railroad Company, Martin Corcoran, R. S. Farrelly, M. S. Harrold, Mike Bryte, Jos. Moore, M. L. Munson, and A. Goldsmith, Tax Collectors, etc.	In the United States Circuit Court of Ninth Judicial District, State of California.	Civil action.	By bill in equity to enjoin the Tax Collectors' defendant, from collecting taxes assessed against the Central Pacific Railroad.

DeWitt C. Lawrence, Petitioner, v. Newton Booth, Drury Melone, and John L. Love, comprising State Board of Examiners, Respondents.	In Supreme Court.	Civil action.	By petition for writ of mandate to compel respondents to audit petitioner's claim against the State for printing summons against delinquent purchasers of State lands; claim \$2,460.
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Wm. Heiser, Petitioner, v. Robert Gardner, Surveyor General of State of California.	Seventh Dist. Court, Mendocino County.	Civil action.	By petition for writ of mandate to compel respondent to make an order referring a certain alleged contest arising in his office to the District Court for trial.
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GENERAL'S DOCKET—Continued.

Stage of proceedings in Court below.	Memorandum of judgment in Supreme Court.	Memorandum of process issued.	REMARKS.

April 11, 1873—Agreed statement filed in Supreme Court.	April 11, 1873--Petitioner's brief filed. April 24, 1873--Respondent's brief filed. July 15, 1873—Peremptory writ ordered commanding respondents to allow the claim to extent of \$2,460.		
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July 29, 1873—Motion to change venue granted, and venue changed to Sixth District Court for Sacramento County.			Still pending.
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main line

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